



School District of the City of St. Charles

Physical Education and Health

Approved by the Board of Education
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Physical Education and Health Curriculum Committee

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The City of St. Charles School District will REACH, TEACH, and EMPOWER all students by providing a challenging, diverse, and innovative education.

The City of St. Charles School District will be an educational leader recognized for high performance and academic excellence that prepares students to succeed in an ever-changing global society.

District Values

We, the City of St. Charles School District community of students, parents, staff, and patrons, value:

- High quality education for all students which includes:
 - Lifelong learning from early childhood through adult education
 - Rigorous learning experiences that challenge all students
 - Instruction that meets the needs of a diverse community
 - Respect for all
 - Real world, critical thinking and problem-solving skills to prepare students for the 21st Century
 - Developing caring, productive, and responsible citizens
 - Strong engagement of family and community
 - A safe, secure, and nurturing school environment
- Achievement through:
 - Celebration of individual success
 - Collaboration with parents and community stakeholders
 - Exploration, Innovation, and creativity
- High quality staff by:
 - Hiring and retaining highly qualified and invested employees
 - Providing professional development and collaboration focused on increasing student achievement
 - Empowering staff to use innovative resources and practices
- Informed decisions that are:
 - Student-centered
 - Focused on student achievement
 - Data Driven
 - Considerate of all points of view
 - Fiscally responsible

District Goals

For planning purposes, five overarching goals have been developed. These goals are statements of the key functions of the school district.

1. Student Performance
 - Develop and enhance the quality educational/instructional programs to improve student performance and enable students to meet their personal, academic, and career goals.
2. Highly qualified staff
 - Recruit, attract, develop, and retain highly qualified staff to carry out the District's mission, vision, goals, and objectives.
3. Facilities, Support, and Instructional Resource
 - Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
4. Parent and Community Involvement
 - Promote, facilitate and enhance parent, student, and community involvement in district educational programs.
5. Governance
 - Govern the district in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

School District Philosophical Foundations

Teachers in the School District of the City of St. Charles share in and ascribe to a philosophy that places children at the heart of the educational process. We feel that it is our professional responsibility to strive to be our best at all times and to maximize our efforts by ensuring that the following factors are present in our classrooms and our schools.

1. Learning is developed within the personal, physical, social, and intellectual contexts of the learner.
2. A strong educational program should provide developmental continuity.
3. The successful learner is motivated, strategic, knowledgeable, and interactive.
4. Children learn best when they have real purposes and can make connections to real life.
5. Effective learning is a combination of student exploration and teacher and mentor modeling.
6. Assessment is an ongoing and multidimensional process that is an integral part of instruction.
7. Making reading and writing connections across multiple sources and curricula facilitates meaning.
8. Literacy for the future means literacy in multiple technologies.
9. Education must respond to society's diverse population and serve all children.
10. Interactions among students, teachers, parents, and community form the network that supports learning.

K-12 Physical Education Rationale

Our mission at the SCSD Physical Education Department is to enhance students' physical, mental, and social-emotional development. Regular physical activity instills a lifelong learning mindset, empowering students for success. Our diverse range of activities aligned with the [Physical Education](#) and [Health](#) Missouri Learning Standards connects education to real life, enabling healthy choices. We are committed to the well-being of all students, developing physical literacy, offering engaging activities, advocating lifelong fitness, and creating spaces for social growth. We shape individuals who lead healthier, happier lives.

Physical Education and Health Course Rationales

K-4 Physical Education

The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.

Physical Education 5-6

The main components of 5th and 6th grade Physical Education are to create a safe learning environment for all students. We aim to instill good sportsmanship and emphasis behavior that is encouraging to all students. This will inspire students to find enjoyment in lifetime fitness.

Physical Education 7-8

Physical education in middle school provides a structured environment where students can engage in physical activity while learning about fitness and body movement. We offer a large range of activities that can improve cardiovascular health, strengthen muscles, enhance flexibility, and promote lifetime fitness.

Health 7-8

Middle School Health allows students to learn strategies to be mentally and emotionally healthy, build healthy relationships, avoid hazardous substances, and promote physical health and safety.

Physical Education

This course provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.

Fitness Walking

This course provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.

Strength Training

This course will provide students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.

Outdoor Education

This course provides moral, ethical & safety regulations of all leisure & recreational activities.

Core Conditioning

This course provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.

Team Sports

This course provide students with with fundamental knowledge and skills of sports/activities. Students will have opportunity to inhance fitness, techniques and knowledge of a variety of sports.

Recreational Games

This course provides students with the knowledge, skills, and confidence to participate in various lifetime activities.

Health

Our Health program is a vital aspect in enhancing the overall well-being of each student. Learning how to maintain a healthy lifestyle contributes to developing our students into healthy adults with the confidence and knowledge to make responsible choices.

Sports Officiating

The main components of Sports Officiating are using leadership strategies and sports knowledge to learn how to officiate sports contests. We provide opportunities for students to be involved in and impact a sports community by getting certified to officiate a sport of their choice.

Physical Education and Health Course Descriptions

K-4 Physical Education

The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.

Physical Education 5-6

The Physical Education Intermediate program consists of a variety of team sports, individual sports, and fitness related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions in regards to their own personal health.

Physical Education 7-8

The Physical Education Middle School program consists of a variety of team sports, individual sports, and fitness related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions in regards to their own personal health.

Strength and Fitness 7-8

Strength and Fitness is designed to give students high levels of strength training, speed and agility, aerobic activities, and stretching skills. This course is completely activity-based and suggested for those motivated to improve their strength and fitness through daily movements. It is designed for students to improve cardiovascular fitness by walking and strength training. The students will be given the opportunity to increase their knowledge of an array of fitness concepts.

Health 7-8

The health education middle school program works to teach and provide organized, sequential, health instruction so that students will develop and learn the necessary skills and knowledge to choose a healthy lifestyle of personal health, safety, and wellness.

Physical Education

This course fulfills the Physical Education .5 credit for graduation. The Physical Education program is designed to improve the students' 4 elements of fitness. Cardiovascular endurance, muscular strength, muscular endurance, and flexibility will all be tested. Emphasis is placed on active participation and positive social interaction during fitness and sports activities.

Fitness Walking

This course fulfills the Physical Education .5 credit for graduation. This course is designed for students to improve cardio-vascular fitness by walking and is completely activity-based. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period (8-12 laps on the track). This class is outdoors; therefore, students should be prepared to walk in any type of weather.

Strength Training

This course fulfills the Physical Education .5 credit for graduation. In our Strength training course, students will gain a general understanding of resistance training and functional movement concepts. The students will be given the opportunity to increase their knowledge and experience with movements to improve overall physical fitness and emotional health for all students throughout their lives.

Outdoor Education

This is an elective course that provides basic information on hunting ethics, regulations, and safety without using firearms, archery skills, fishing skills and ethics, and fish identification. This course will include multiple in-class fishing trips, camping and outdoor survival methods. Students will participate in the Missouri Boater Safety Education course. Students will have the opportunity to attain their lifetime boater safety certification.

Core Conditioning

This course fulfills the Physical Education .5 credit for graduation. The Core Conditioning course will provide students the opportunity to participate in power walking, yoga, Pilates, plyometrics, resistance training, boot-camps, individual app workouts, kick-boxing, and other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels to set personal goals toward developing and monitoring a healthy level of fitness and lifestyle.

Team Sports

This course fulfills the Physical Education .5 credit for graduation. Team Sports will provide fitness concepts and an introduction to a variety of sports/activities. This course will include the basic fundamentals of the sports/activities, including skills, rules, and terminology.

Recreational Games

This course is a fee-based elective course that introduces students to bowling, golf, and other recreational activities. Students will travel by bus to a local bowling alley and golf driving range to learn the fundamentals of the activities, including rules and terminology.

Health

This course provides an overview of mental and emotional health, healthy relationships, diseases, nutrition, and physical fitness. Our Health program will enhance the well-being of each student by bringing awareness to the overall development of our students into healthy and active adults. The course will give students the necessary knowledge and skills to make responsible health choices.

Sports Officiating

This is an elective course that focuses on the professional philosophy and professional requirements for officiating sports for athletic contests. Students will be provided with training and practical experiences in officiating. This

course will cover officiating football, basketball, wrestling, volleyball, soccer, and baseball/softball. This is a fee-based course where students take a certification exam for a sport of their choice to be MSHSAA certified.

Physical Education and Health Curriculum

Kindergarten Physical Education <i>Course Overview</i>	
Grade level(s): Kindergarten	
Course Rationale	Course Description
<p>The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.</p>	<p>The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.</p>
Big Ideas	
<p>Safety, Equipment Use, Physical Activity, Good Health, Locomotor Skills, Balance, Non-Locomotor Skills, Underhand throw, Overhand Throw, Opposition, Catching, Range of Motion, Dribbling (dominant and non-dominant hands), Ball Control, Passing, Shooting, Rope Turning, Steady Rythm, Ankle and Knee Flexion, Shock Absorption, Proper Grip, Jumping, Positive Social Interactions, Friendly Competition, Lifetime Physical Activities for Enjoyment, Leisure Activities, Levels of Physical Activity Intensity, community, Volley, Volleyball, Controlled Hit, Force, Foot Dribbling, Receiving, Trapping, Passing, Hand-Eye Coordination, Short-Handled Implement, Long-Handled Implement, Accuracy</p>	
Priority Missouri Learning Standards	

S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.
 S1.E1.K- Performs locomotor skills (hopping, galloping, running, sliding,skipping) while maintaining balance.
 S1.E13.K- Throws underhand with opposite foot forward.
 S1.E17.K- Dribbles a ball with one hand, attempting the second contact.
 S1.E27.Ka- Executes a single jump with self-turned rope.
 S5.E3.Ka- Identifies physical activities that are enjoyable.
 S1.E22.K- Volleys a light-weight object (balloon), sending it upward.
 S1.E18.K- Taps a ball using the inside of the foot, sending it forward.
 S1.E24.K- Strikes a lightweight object with a paddle short-handled racket.

Unit 1: Safety, Mindfulness and Physical Activity Expectations
Desired Results

Standards	Big Ideas	
Priority: S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.	Safety, Equipment Use Physical Activity Good Health	
Supporting: S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways. S2.E3.K- Travels safely in general space with different speeds, force and directions. S3.E1.K- Identifies active-play opportunities outside physical education class.	Enduring Understandings <i>Students will understand that...</i> Physical activity is when you move your body. Using equipment correctly keeps everyone safe and keeps our equipment in good condition. A healthy body leads to a better quality of life. Physical activity improves overall health.	Essential Questions <i>Students will consider...</i> What is Physical activity? Why is it important to use equipment correctly? What does it look like to participate safely? Why is it important to have good health? How does participating in physical activity help you stay healthy?

<p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S3.E6.K- Recognized that food provides energy for physical activity and growth.</p> <p>S4.E1.K- Follow directions in group settings (e.g., safe behaviors, following rules, taking turns).</p> <p>S4.E2.K- Acknowledgs responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p> <p>FS.1.B.K-Tell why people have muscles</p> <p>FS.1.C.K Tell why people have bones</p> <p>FS.1.E.K Show the location of the heart</p> <p>FS.2.C.K Recognize different emotions</p> <p>Identify appropriate ways of expressing feelings and recognize verbal and nonverbal cues associated with each (e.g., happy, sad, mad, and afraid)</p>		<p>Why is it important to be personally and socially responsible?</p> <p>How do we interact with others in physical education class?</p> <p>Why do we use warm-up and cool-down activities?</p>
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ME.1.A.K Identify behaviors that keep a person healthy (e.g., physical activity sleep, good nutrition, clothing, hygiene)		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- physical activity, personal space, general space, health, health-related components of fitness, heart rate, warm-up, cool-down. Identify various physical activity opportunities. List the 5 Health-Related Components of Fitness (Muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition). Provide examples of each health-related component of fitness. Recognize the correlation between physical activity and a healthy lifestyle. Demonstrate correct use of equipment. Travel safely through general space. Actively engages in teacher-directed tasks with moderate to vigorous physical activity. Demonstrate an understanding of playing fair. Recite and demonstrate classroom procedures for safety (entry and exit to the gym, start and stop signals, equipment care, proper footwear, bathroom and nurse procedures, emergency drills, etc.) Distinguish between general and personal space. Accept specific corrective feedback from the teacher.</p> <p>Suggested activities: Low organized games/tasks, chasing and fleeing, locomotor movements, non-locomotor movements, mindful stretching</p>		
Unit Duration:		
Four weeks, ongoing		

Unit 2: Locomotor and Non-Locomotor Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E1.K- Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</p> <p>Supporting: S1.E3.K- Performs jumping and landing actions with balance. S1.E7.K- Maintains momentary stillness on different bases of support. S1.E7.Kb- Forms wide, narrow, curled, and twisted body shapes. S1.E9.K- Rolls sideways in a narrow body shape. S1.E10.K- Contrasts the actions of curling and stretching S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways. S2.E3.K- Travels safely in general space with different speeds, force and directions. S3.E1.K- Identifies active-play opportunities outside physical education class. S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p>	<p>Locomotor Skills Balance Non-Locomotor Skills</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Locomotor patterns are the ways we travel through general space. Balance is necessary both when the body is still and in motion. Non-locomotor skills include stretching, bending, pushing, pulling, twisting, and turning. Critical elements of running include</p> <ul style="list-style-type: none"> ● Arm-leg opposition throughout the running action. ● Toes pointing forward. ● Foot landing heel to toe. ● Arms swinging forward and backward with no crossing of the midline, ● The trunk leaning slightly forward. <p>Critical elements of jumping and landing for distance (horizontal plane) include</p> <ul style="list-style-type: none"> ● Arms back and knees bending in preparation for jumping action, 	<p><i>Students will consider...</i></p> <p>What are the eight locomotor skills? What is balance? Why is proper movement important? How can understanding movement concepts improve my performance?</p>

<p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turns).</p> <p>S4.E2.K- Acknowledgs responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<ul style="list-style-type: none"> ● Arms extending forward as the body propels forward. ● Body extending and stretching slightly upward while in flight. ● Hips, knees, and ankles bending on landing. ● Shoulders, knees, and ankles aligned for balance after landing. <p>Critical elements of jumping and landing for height (vertical plane) include</p> <ul style="list-style-type: none"> ● Hips, knees, and ankles bending in preparation for jumping action. ● Arms extending upward as the body propels upward. ● Body extending and stretching upward while in flight. ● Hips, knees, and ankles bending on landing. ● Shoulders, knees, and ankles aligning for balance after landing. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms—walk, Run, Jump, Hop, Skip, Gallop, Leap, Slide, Balance, Opposition, Spatial Awareness, Speed, and pathways.</p> <p>List the eight locomotor skills.</p> <p>Distinguish between the different locomotor skills.</p> <p>Perform hopping, galloping, running, sliding, and skipping while maintaining balance.</p> <p>Demonstrate locomotor patterns in various pathways and levels.</p> <p>Performs locomotor skills in low-organized games and activities.</p>		

Maintain momentary stillness on different bases of support.
 Demonstrates balance when performing jumping and landing.
 Compare the actions of stretching and curling.
 Demonstrate a variety of shapes with their body to commands of "wide", "narrow", "curled," and "twisted."

Suggested activities:
 Tag, invasion games, low-organized games, scooters, parachute, rock wall, tumbling

Unit Duration:

Four Weeks

Unit 3: Throwing and Catching
Desired Results

Standards	Big Ideas	
Priority: S1.E13.K- Throws underhand with opposite foot forward. Supporting: S1.E16.Kb- Catches a large ball tossed by a skilled thrower. S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways.	Underhand throw Overhand Throw Opposition Catching Range of Motion	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Propelling an object from a hand after swinging it backward, below shoulder level, and releasing it to a target is how to throw it underhand.	What is an underhand throw? What is an overhand throw? Why do I need to take a step when I throw? What does it mean to throw with opposition?

<p>S2.E3.K- Travels safely in general space with different speeds, force and directions.</p> <p>S3.E1.K- Identifies active-play opportunities outside physical education class.</p> <p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledgs responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe partfollowingion and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<p>Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it through the air to a target is how to throw it overhand.</p> <p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Critical catching elements include</p> <ul style="list-style-type: none"> ● Keeping an eye on the ball. ● Reaching arms towards the ball. ● Bringing the ball into the body. ● Pinkies together if the ball is below the waist. ● Thumbs together if the ball is above the waist. <p>Critical elements of underhand throwing include</p> <ul style="list-style-type: none"> ● Facing the target in preparation for the throwing action. ● Arm back in preparation for the action. ● Stepping with the opposite foot as the throwing arm moves forward. ● Releasing the ball between the knee and the waist level. ● Following through to the target. <p>Critical elements of overhand throwing include</p> <ul style="list-style-type: none"> ● Standing with the side to the target in preparation for throwing action. ● Arm back and extended. 	<p>Why do students need to learn how to throw and catch?</p> <p>How does throwing and catching improve physical performance?</p> <p>What are the critical elements for catching a ball?</p>
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- Elbow at shoulder height or slightly above in preparation for action.
- Elbow leading.
- Stepping with the opposite foot as the throwing arm moves forward.
- Hip and spine rotate as the throwing action is executed.
- Follow through toward the target and across the body.

Critical elements of catching include

- Extending arms outward to reach for the ball.
- Thumbs in for the catch above the waist.
- Thumbs out for the catch at or below the waist.
- Watching the ball into the hands
- Catching with hands only (no cradling against the body).
- Pulling the ball into the body as the catch is made
- Curling the body slightly around the ball.

Learning Objectives

Students will...

Identify and define key terms—dominant hand, opposite, target, and follow through.

Understand the basic mechanics of throwing, including how to grip, aim, and release an object.

State the importance of keeping their eyes on the ball.

Throw underhand with the opposite foot forward.

Catch a dropped ball before it bounces a second time.

Catch a large ball that a skilled thrower has tossed.

Suggested activities:

Partner toss and catch, throwing/catching to various targets, stations, low-organized games, frisbee

Unit Duration:

Four

Unit 4: Basketball Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E17.K- Dribbles a ball with one hand, attempting the second contact.</p>	<p>Dribbling (dominant and nondominant hands) Ball Control Passing Shooting</p>	
<p>Supporting: S1.E16.Ka- Drops a ball and catches it before it bounces twice. S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways. S2.E3.K- Travels safely in general space with different speeds, force and directions. S3.E1.K- Identifies active-play opportunities outside physical education class.</p>	<p>Enduring Understandings</p> <p><i>Students will understand that...</i> Dribbling is bouncing the ball on the floor repeatedly without catching in-between bounces. Passing the ball to a teammate when you can not move is necessary, or another player has a better chance of getting closer to the basket. Shooting a ball into the basket scores points for a team.</p>	<p>Essential Questions</p> <p><i>Students will consider...</i> What part of your body do you use to dribble a ball with? Why is it important to know how to dribble with control? How can you continuously bounce a ball with one hand? How much force should you use to push the ball to the floor?</p>

<p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<p>Always ensure your classmate is ready with hands up and fingers spread to catch a pass before you pass the ball.</p> <p>Most basketball passes start from the player's chest with two hands on the ball. (Versus an overhand pass.)</p> <p>Critical Elements of dribbling include</p> <ul style="list-style-type: none"> ● Knees slightly bent. ● Opposite foot forward when dribbling in self-space. ● Contacting the ball with finger pads. ● Firm contact with the top of the ball. ● Contact somewhat behind the ball for travel. ● The ball to the side and in front of the body for travel. ● Eyes looking "over," not down at the ball. 	<p>What might be some challenges with dribbling while moving in general space versus staying stationary?</p>
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Learning Objectives

Students will...

Identify and define key terms—finger pads, push, chest, defensive stance, and waist level.

Dribble a ball with one hand, attempting the second contact.

State the basketball rule that players can not push the ball down with two hands on the ball while dribbling.

Drop and catch a basketball while moving.

Distinguish between finger "pads" and finger "tips" or palms of hands.
 Label "Waist Level" on the body.
 Cues for dribbling: Eyes up, finger pads, ball to the side, push, waist level.

Suggested activities:
 Partner passing, self-space dribbling, general space dribbling, stations, low-organized games

Unit Duration:

Four Weeks

Unit 5: Rhythms
Desired Results

Standards	Big Ideas	
Priority: S1.E27.Ka- Executes a single jump with self-turned rope. Supporting: S1.E5.K- Performs locomotor skills in response to teacher-led creative dance. S1.E27.Kb- Jumps a long rope with teacher-assisted turning. S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E1.Kb- Moves in personal space to a rhythm.	Rope Turning Steady Rhythm Ankle and Knee Flexion Shock Absorption Proper Grip Jump	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Jumping rope can be beneficial to overall health. It is a low-cost activity that can be done in small spaces.	<i>Students will consider...</i> Why is it important to know how to jump rope? What is a steady rhythm, and why must you use one? What is the proper grip for a jump rope?

<p>S2.E2.K- Travels safely in straight, curved and zig-zag pathways.</p> <p>S2.E3.K- Travels safely in general space with different speeds, force and directions.</p> <p>S3.E1.K- Identifies active-play opportunities outside physical education class.</p> <p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<p>Making small, quick, repetitive jumps and turns of the rope at an unchanging pace allows you to maintain a steady rhythm.</p> <p>The handles should be held with thumbs pointing to the rope. (Shake hands with the handle.)</p> <p>A slight bend in your knees and ankles allows you to jump continuously without injury.</p>	<p>Why do you need to keep your ankles and knees in flexion?</p> <p>How can I make movement more interesting, fun, and enjoyable?</p>
<p>Learning Objectives</p>		

Students will...

Identify and define key terms—jump, grip, landing, turn, and steady beat.

List the health benefits of jumping rope.

Grip a jump rope handle with thumbs closest to the end that connects the rope to the handle.

Jump over a long rope with teacher-assisted turning.

Demonstrate how to move in personal space to a rhythm.

Perform a single jump with a self-turned rope.

Perform locomotor skills in response to teacher-led creative dance.

Suggested activities:

Jump rope, hula hoops, cardio drumming, line/patterned dances, student-created routines

Unit Duration:

Four Weeks

Unit 6: Lifetime Recreational Activities

Desired Results

Standards	Big Ideas	
<p>Priority: S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>Supporting: S1.E13.K- Throws underhand with opposite foot forward.</p>	<p>Positive Social Interactions Friendly Competition Lifetime Physical Activities for Enjoyment Leisure Activities Levels of Physical Activity Intensity Community</p>	
	Enduring Understandings	Essential Questions

<p>S2.E1.Ka- Differentiates between movement in personal (self-space) and general space.</p> <p>S2.E2.K- Travels safely in straight, curved and zig-zag pathways.</p> <p>S2.E3.K- Travels safely in general space with different speeds, force and directions.</p> <p>S3.E1.K- Identifies active-play opportunities outside physical education class.</p> <p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<p><i>Students will understand that...</i></p> <p>Bowling, shuffleboard, washers, cornhole, can jam, spike ball, pickleball, etc., are all games that people of all ages and abilities can play.</p> <p>Participating in lifetime recreational activities provides physical health benefits and improves social and emotional well-being.</p>	<p><i>Students will consider...</i></p> <p>What are lifetime recreational activities?</p> <p>What are some benefits of participating in lifetime recreational activities?</p>
<p>Learning Objectives</p>		

Students will...

- Identify and define key terms—recreation, community, and social well-being.
- Correlate lifetime recreational activities with social-emotional well-being.
- Describe positive feelings that result from participating in physical activities.
- Transfer learned PE skills to be successful in lifetime recreational activities.
- List a variety of lifetime recreational activities.

Suggested activities:

Bowling, golf, frisbee golf, shuffleboard, washers, cornhole, can jam, spike ball, pickleball, badminton, table tennis, billiards

Unit Duration:

Four Weeks

Unit 7: Striking With Hand
Desired Results

Standards	Big Ideas	
Priority: S1.E22.K- Volleys a light-weight object (balloon), sending it upward. Supporting: S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways.	Volley Volleyball Controlled Hit Range of Motion Force	
	Enduring Understandings	Essential Questions

<p>S2.E3.K- Travels safely in general space with different speeds, force and directions.</p> <p>S3.E1.K- Identifies active-play opportunities outside physical education class.</p> <p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p> <p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<p><i>Students will understand that...</i></p> <p>Striking and volleying engage the large muscles, which allows for the development of gross motor coordination.</p> <p>Striking and volleying enhances the development of muscular strength and endurance.</p> <p>Striking and volleying improves your hand-eye coordination.</p> <p>The ability to successfully strike and volley an object will allow for application in future physical activities.</p> <p>Striking involves a controlled movement (often a swing) to contact an object.</p> <p>Critical elements of volleying (underhand) include</p> <ul style="list-style-type: none"> ● Facing the target in preparation for the volley. ● Opposite foot forward. ● Flat surface with the hand for contact with the object. ● Contact with the object between the knee and waist level. ● Following through upward and to the target. <p>Critical elements of volleying (overhand) include</p> <ul style="list-style-type: none"> ● Body aligned and positioned under the object, with knees, arms, and ankles bent in preparation for the volley ● Hands rounded. ● Thumbs and first fingers making a triangle (without touching). 	<p>Why is it important to learn how to strike and volley an object?</p> <p>What different parts of your hand/arm can be used to strike an object?</p> <p>If I strike the object on the underneath side, what direction does the object go in?</p> <p>What direction does an object go in if I strike the object on the top side?</p>
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	<ul style="list-style-type: none"> ● Object contacting only the finger pads. ● Wrists staying firm. ● Arms extending upward on contact. ● Following through slightly toward the target. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms—volley, strike, set, forearm pass, and serve.</p> <p>Volley a light-weight object (balloon) and send it upward.</p> <p>Provide examples of activities where striking with the hand is required.</p> <p>Use different parts of the hand and arm to strike different sides of an object.</p> <p>Suggested activities: Self-space volley, partner volley, group volley, stations, volleyball, spike ball, 4-square</p>		
Unit Duration:		
Four Weeks		

Unit 8: Foot Handling <i>Desired Results</i>	
Standards	Big Ideas
Priority: S1.E18.K- Taps a ball using the inside of the foot, sending it forward.	Foot dribbling Ball control Receiving Trapping

<p>Supporting:</p> <p>S1.E21.K- Kicks a stationary ball from a stationary position demonstrating 2 of the 5 elements of a mature kicking pattern.</p> <p>S2.E1.Ka- Differentiates between movement in personal (self-space) and general space.</p> <p>S2.E2.K- Travels safely in straight, curved and zig-zag pathways.</p> <p>S2.E3.K- Travels safely in general space with different speeds, force and directions.</p> <p>S3.E1.K- Identifies active-play opportunities outside physical education class.</p> <p>S3.E3.K- Recognizes that when you move fast, your heart beats faster and you breathe faster.</p> <p>S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn).</p> <p>S4.E2.K- Acknowledges responsibility for behavior when prompted.</p> <p>S4.E3.K- Follows instruction/directions when prompted.</p> <p>S4.E4.K- Shares equipment and space with others.</p> <p>S4.E5.K- Recognizes and follows the established protocol for class activity.</p> <p>S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders.</p> <p>S5.E1.K- Recognizes that physical activity is important for good health.</p>	<p>Passing</p> <p>Range of Motion</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Dribbling uses multiple, controlled taps on the ball with a foot to move the ball.</p> <p>To kick a ball in soccer, a player plants their non-striking foot next to the ball before bringing their striking foot back slightly, turning the striking foot outward, and striking the ball with the instep or top of the foot.</p> <p>Trapping is a controlled stop of the ball.</p> <p>Soccer (Football), Rugby, and Football (American) all require foot handling skills.</p> <p>Kicking is a form of striking.</p> <p>Critical elements of kicking include</p> <ul style="list-style-type: none"> ● Arms extending forward in preparation for kicking action. ● Contacting the ball directly below the center of the ball to make it travel in the air or directly behind the center of the ball to make it travel on the ground. ● Contacting the ball with shoelaces or the top of the foot. ● Trunk leaning back slightly in preparation for kicking action. 	<p><i>Students will consider...</i></p> <p>What is dribbling?</p> <p>What is passing?</p> <p>Why is it important to use your feet when playing soccer?</p> <p>When would you dribble the ball versus pass during soccer?</p> <p>How should you change how you contact the ball for a pass to a teammate versus a kick to score a goal?</p> <p>What activities use the skills of kicking and dribbling?</p>

<p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<ul style="list-style-type: none"> • Following through with kicking leg extending forward and upward toward the target. 	
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Learning Objectives

Students will...

Identify and define key terms—kick, pass, shoot, instep, dribble, trap, punt.

Demonstrate dribbling by tapping the ball using the foot's instep and sending it forward.

Locate where the instep part of the foot/shoe is.

Compare and contrast the skills of dribbling and passing.

Perform a kick to a stationary ball, demonstrating 2 of the five critical elements of a mature kicking pattern.

Suggested activities:
Independent dribbling, partner passing, low-organized games

Unit Duration:

Four Weeks

Unit 9: Striking With Implements
Desired Results

Standards	Big Ideas
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<p>Priority: S1.E24.K- Strikes a lightweight object with a paddle short-handled racket.</p> <p>Supporting: S2.E1.Ka- Differentiates between movement in personal (self-space) and general space. S2.E2.K- Travels safely in straight, curved and zig-zag pathways. S2.E3.K- Travels safely in general space with different speeds, force, and directions. S3.E1.K- Identifies active-play opportunities outside physical education class. S3.E3.K- Recognizes that when you move fast, your heart beats faster, and you breathe faster. S4.E1.K- Follows directions in group settings (e.g., safe behaviors, following rules, taking turn). S4.E2.K- Acknowledges responsibility for behavior when prompted. S4.E3.K- Follows instruction/directions when prompted. S4.E4.K- Shares equipment and space with others. S4.E5.K- Recognizes and follows the established protocol for class activity. S4.E6.K- Follows teacher directions for safe participation and proper use of equipment with minimal reminders. S5.E1.K- Recognizes that physical activity is important for good health.</p>	<p>Hand-Eye Coordination Short-Handled Implement Long-Handled Implement Force Range of Motion Accuracy</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Striking involves a controlled swing to make contact with an object. Long-handled implements include bats, golf clubs, hockey sticks, lacrosse sticks, badminton rackets, and croquet mallets. Short-handled implements include ping pong paddles, pickleball paddles, tennis rackets, and racquetball rackets. Short-handled implements include ping pong paddles, pickleball paddles, tennis rackets, and racquetball rackets. Critical elements for striking with a long implement (side-arm pattern) include</p> <ul style="list-style-type: none"> ● Holding the bat up and back in preparation for the striking action. ● Stepping forward on opposite foot when making contact with the ball. ● Coiling and uncoiling the trunk for preparation and execution of the striking action. 	<p><i>Students will consider...</i> Why is hand-eye coordination critical when striking? How can I keep myself and others safe when striking an object? What are essential cues for using implements when striking an object? When is striking used in games and sports?</p>

<p>S5.E2.K- Acknowledges that some physical activities are challenging/difficult.</p> <p>S5.E3.Ka- Identifies physical activities that are enjoyable.</p> <p>S5.E3.Kb- Discusses the enjoyment of playing with friends.</p>	<ul style="list-style-type: none"> ● Swinging the bat on a horizontal plane. ● Uncocking the wrist on follow-through to complete the striking action. <p>Critical elements for striking with a short implement include</p> <ul style="list-style-type: none"> ● Putting the racket or paddle back in preparation for striking ● Stepping on the opposite foot when making contact with the ball. ● Swinging the racket or paddle low to high. ● Coiling and uncoiling the trunk for preparation. ● Executing of the striking action. ● Following through for completion of the striking action. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms—striking implement, side-arm swing, backswing, back-hand, overhand swing, and underhand swing.</p> <p>Strike a lightweight object with a paddle or short-handled racket.</p> <p>Use a variety of striking implements to simulate a variety of striking sports and activities.</p> <p>Identify sports or activities that use an implement to strike an object.</p> <p>Distinguish between a long or short-handled implement.</p> <p>Suggested activities: Stations</p>		
Unit Duration:		

First Grade Physical Education
Course Overview

Grade level(s): First Grade

Course Rationale

The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.

Course Description

The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.

Big Ideas

Safety, Equipment Use, Physical Activity, Good Health, Locomotor Skills, Balance, Underhand Throw, Overhand Throw, Catching, Opposition, Dribbling (dominant and non-dominant hands), Ball Control, Passing and Shooting, Rope Turning, Ankle and Knee Flexion, Shock Absorption, Steady Rhythm, Proper Grip, Jumping, Positive Social Interactions, Friendly Competition, Lifetime Physical Activities for Enjoyment, Volley, Controlled Hit, Foot Dribbling, Ball Control, Receiving, Trapping, Passing, Hand-eye Coordination, Short Handled Implements, Long Handled Implements, Force and Accuracy

Priority Missouri Learning Standards

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
 S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
 S1.E13.1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
 S1.E17.1 Dribbles continuously in self-space using the preferred hand.
 S1.E27.1a Jumps forward or backward consecutively using a self-turned rope.
 S5.E3.1a Describes positive feelings that result from participating in physical activities.
 S1.E22.1 Volleys an object with an open palm, sending it upward.
 S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.
 S1.E24.1 Strikes a ball with a short-handed implement, sending it upward.

Unit 1: Safety, Mindfulness and Physical Activity Expectations
Desired Results

Standards	Big Ideas	
Priority: S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Safety, Equipment Use Physical Activity Good Health	
Supporting: S1.E7.1 Maintains stillness on different bases of support with different body shapes. S1.E10.1 Demonstrates twisting, curling, bending & stretching actions. S2.E2.1a Travels demonstrating low, middle and high levels.	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Physical Activity is when you move your body. Using equipment correctly keeps everyone safe. Using equipment correctly keeps our equipment in good condition. A healthy body leads to a better quality of life Physical activity improves overall health.	<i>Students will consider...</i> What is Physical Activity? Why are rules and expectations important? Why is it important to use equipment correctly? What does it look like to participate safely? Why is it important to have good health? How does participating in physical activity help you stay healthy?

<p>S2. E2. 1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> <p>S2.E3.1a Differentiates between fast and slow speeds.</p> <p>S2.E3.1b Differentiates between strong and light force.</p> <p>S3.E1 Discusses the benefits of being active and exercising and/or playing.</p> <p>S3.E3. Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.</p> <p>S3.E6.1 Differentiate between healthy and unhealthy foods.</p> <p>S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.</p> <p>S4.E2.1 Follows the rules and parameters of the learning environment</p> <p>S4.E3.1 Responds appropriately to describe feedback from the teacher.</p> <p>S4.E4.1 Works independently and respectfully with others in a variety of class environments (e.g., small and large groups).</p> <p>S4.E5.1 Exhibits the Established protocols for class activities</p> <p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E2 Recognizes that challenge in physical activities can lead to success.</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activity.</p>		<p>Why is it important to be personally and socially responsible?</p>
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<p>S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p> <p>FS.1.B.1 Identify a muscle in each region of the body (e.g., arms, torso, legs)</p> <p>FS.1.C.1 Identify a bone in each region of the body (i.e., head, arms, torso, and legs)</p> <p>FS.1.E.1 Predict what happens to your heart rate during physical activity</p> <p>FS.2.B.1 Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)</p> <p>FS.2.C.1 Identify a variety of feelings and situations that may require adult assistance</p> <p>ME.1.A.1 Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)</p>		
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Learning Objectives

Students will...

Identify and define key terms- physical activity, personal space, general space, health, health-related components of fitness, heart rate, warm-up, cool-down.

Identify and describe the five health-related components of fitness (Muscular strength, muscular endurance, cardiorespiratory endurance, flexibility and body composition).

Demonstrate classroom procedures such as entry and exit, nurse, stop and start, car equipment, proper footwear, bathroom, and drills (tornado, intruder, earthquake).

Identify a variety of physical activity opportunities.

Provide examples of each health-related component of fitness.

Recognize the correlation between physical activity and a healthy lifestyle.

Demonstrate correct use of equipment.

Travel safely through general space.
 Actively engage in teacher-directed tasks with moderate to vigorous physical activity.
 Demonstrate an understanding of playing fair.
 Understand the difference between general/personal space.

Suggested Activities:

Low-organized games/tasks, chasing and fleeing, locomotor movements, non-locomotor movements, mindful stretching

Unit Duration:

Four weeks, ongoing

Unit 2: Locomotor and Non-Locomotor Skills

Desired Results

Standards	Big Ideas	
Priority: S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.	Locomotor Skills Balance	
Supporting: S1.E3.1 Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings. S1.E34.1 Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane. S1.E5.1 Combines locomotor and non-locomotor skills in a teacher designed dance.	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Locomotor patterns are the ways we travel through general space. Balance is necessary both when the body is still and in motion.	<i>Students will consider...</i> What are the eight locomotor skills? What is balance?

S1.E7.1 Maintains stillness on different bases of support with different body shapes

S1.E8.1 Transfers weight from one body part to another in self-space in dance and gymnastics environments.

S1.E9.1 Rolls with either a narrow or curled body shape.

S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions

S2.E1.1 Moves in self-space and general space in response to designated beats/rhythms.

S2.E2.1a Travels demonstrating low, middle, and high levels.

S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).

S2.E3.1a Differentiates between fast and slow speeds

S2.E3.1b Differentiates between strong and light force.

S5.E1 Identifies physical activity as a component of good health.

S5.E2 Recognizes that challenge in physical activities can lead to success.

S5.E3.1a Describes positive feelings that result from participating in physical activity.

S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.

Learning Objectives

Students will...

Identify and define key terms- walk, run, jump, hop, skip, gallop, leap, slide, balance, opposition, spatial awareness, speed, pathways.

Demonstrate a hop, gallop, jog, and slide.

Distinguish between the different locomotor skills.

Demonstrate two of the five critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.

Demonstrate two of the five critical elements for jumping and landing in a vertical plane.

Perform locomotor skills in personal space and general space.

Apply different speeds while performing locomotor skills.

Demonstrate a variety of relationships with objects while moving (e.g., over, under, around, through).

Apply balance while performing locomotor skills.

Suggested Activities:

Tag, invasion/low organized games, scooter, parachute, rock wall

Unit Duration:

Four weeks

Unit 3: Throwing and Catching

Desired Results

Standards	Big Ideas	
Priority: S1.E13.1 Throws underhand, demonstrating 2 of the five critical elements of a mature pattern.	Underhand Throw Overhand Throw Catching Opposition	
Supporting:	Enduring Understandings	Essential Questions

<p>S1.E16.1a Catches a soft object from a self-toss before it bounces.</p> <p>S1.E16.1b Catches various sizes of balls self-tossed or tossed by a skilled thrower.</p> <p>S2.E3.1a Differentiates between fast and slow speeds.</p> <p>S2.E3.1b Differentiates between strong and light force.</p> <p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E2 Recognizes that challenge in physical activities can lead to success.</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activity.</p> <p>S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p>	<p><i>Students will understand that...</i></p> <p>Propelling an object from a hand after swinging it backward, below shoulder level, and releasing it to a target is how to throw it underhand.</p> <p>Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it to a target is how to throw underhand.</p> <p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Critical elements of catching include</p> <ul style="list-style-type: none"> ● Keeping an eye on the ball. ● Reaching arms towards the ball. ● Bringing the ball into the body. ● Pinkies together if the ball is below the waist. ● Thumbs together if the ball is above the waist. 	<p>Students will consider...</p> <p>What is an underhand throw?</p> <p>What is an overhand throw?</p> <p>Why do I need to take a step when I throw?</p> <p>What does it mean to throw with opposition?</p> <p>What are the critical elements for catching a ball?</p>
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Learning Objectives

Students will...

State the importance of keeping their eyes on the ball.

Understand the basic mechanics of throwing, including how to grip, aim, and release an object.

Demonstrate throwing underhand with the opposite foot forward.

Suggested Activities:

Frisbee

Unit Duration:
Four weeks

Unit 4: Basketball Skills <i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E17.1 Dribbles continuously in self-space using the preferred hand. Supporting: S1.E16.1b Catches various sizes of balls self-tossed by a skilled thrower S2.E3.1a Differentiates between fast and slow speeds. S2.E3.1b Differentiates between strong and light force. S4.E1.1 Accepts personal responsibility by using equipment and space appropriately. S5.E1 Identifies physical activity as a component of good health. S5.E2 Recognizes that challenge in physical activities can lead to success. S5.E3.1a Describes positive feelings that result from participating in physical activity.	Dribbling (dominant and non-dominant hands) Ball Control Passing Shooting	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Dribbles the ball using cues: eyes up, finger pads, the ball to the side, push, waist level. A variety of different sports use the motor skills presented in basketball.	<i>Students will consider...</i> What part of your body do you use to dribble a ball with? Why is it important to know how to dribble with control? How can you continuously bounce a ball with one hand? How much force should you use to push the ball to the floor? What are important cues for dribbling a basketball?

S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.		
Learning Objectives		
<p><i>Students will...</i></p> <p>Understand dribbling with control will allow you to continuously bounce the ball without losing it. Demonstrate how to dribble with a preferred hand using a mature and self-paced pattern. Demonstrate how to stop and start with control while dribbling.</p> <p>Suggested Activities: Partner passing, self-space dribbling, general space dribbling, stations, low-organized games</p>		
Unit Duration:		
Four weeks		

Unit 5: Rhythms <i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E27.1a Jumps forward or backward consecutively using a self-turned rope. Supporting: S1.E3.1 Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal plane using 2-foot take-offs and landings.	Rope Turning Ankle and Knee Flexion Shock Absorption Steady Rhythm Proper Grip Jumping	
	Enduring Understandings	Essential Questions

<p>S1.E4.1 Demonstrates 2 of the 5 critical elements for jumping and landing in a vertical plane.</p> <p>S1.E5.1 Combines locomotor and non-locomotor skills in a teacher designed dance.</p> <p>S1.E7.1 Maintains stillness on different bases of support with different body shapes.</p> <p>S1.E8.1 Transfers weight from one body part to another in self-space in dance and gymnastics environments.</p> <p>S1.E10.1 Demonstrates twisting, curling, bending & stretching actions.</p> <p>S1.E27.1b Jumps a long rope up to 5 times consecutively with teacher-assisted turning.</p> <p>S2.E1 Moves in self-space and general space in response to designated beats/rhythms.</p> <p>S2.E2.1a Travels demonstrating low, middle, and high levels.</p> <p>S2.E2.1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> <p>S2.E3.1a Differentiates between fast and slow speeds.</p> <p>S2.E3.1b Differentiates between strong and light force.</p> <p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E2 Recognizes that challenge in physical activities can lead to success.</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activity.</p>	<p><i>Students will understand that...</i></p> <p>Jumping rope can be beneficial to overall health. Jumping rope is a low-cost activity that can be done in small spaces.</p> <p>Making small, quick, repetitive jumps and turns of the rope at an unchanging pace allows you to maintain a steady rhythm.</p> <p>The jump rope handle is held with thumbs pointing to the rope. (Shake hands with the handle.)</p> <p>A slight bend in your knee and ankles allows you to jump continuously without injury.</p>	<p><i>Students will consider...</i></p> <p>Why is it important to know how to jump rope? What is a steady rhythm, and why must you use one?</p> <p>What is the proper grip for a jump rope? Why do you need to keep your ankles and knees in flexion?</p>
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<p>S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p> <p>S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Understand the health benefits of jump rope.</p> <p>Demonstrate how to hold a jump rope properly.</p> <p>Demonstrate how to jump forward or backward consecutively using a self-turned rope.</p> <p>Suggested Activities:</p> <p>Jump rope, dance, hula hoops, cardio drumming</p>		
Unit Duration:		
Four weeks		

Unit 6: Lifetime Recreational Activities <i>Desired Results</i>		
Standards	Big Ideas	
<p>Priority:</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activities.</p>	<p>Positive Social Interactions</p> <p>Friendly Competition</p> <p>Lifetime Physical Activities for Enjoyment</p>	
Supporting:	Enduring Understandings	Essential Questions

<p>S1.E10.1 Demonstrates twisting, curling, bending, and stretching actions</p> <p>S1.E13.1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>S2.E3.1a Differentiates between fast and slow speeds.</p> <p>S2.E3.1b Differentiates between strong and light force.</p> <p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E1.1b Discusses personal reasons (i.e., "the "why" for enjoying physical activities.</p> <p>S5.E2 Recognizes that challenge in physical activities can lead to success.</p> <p>S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.</p>	<p><i>Students will understand that...</i></p> <p>Bowling, shuffleboard, washers, cornhole, can jam, spike ball, pickleball, etc., are all games that people of all ages and abilities can play.</p> <p>Participating in lifetime recreational activities provides physical health benefits and improves social and emotional well-being.</p>	<p><i>Students will consider...</i></p> <p>What are lifetime recreational activities?</p> <p>What are some benefits of participating in lifetime recreational activities?</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>Correlate lifetime recreational activities and social-emotional well-being.</p> <p>Describe positive feelings that result from participating in physical activities.</p> <p>Transfer learned PE skills to be successful in lifetime recreational activities.</p> <p>Suggested Activities:</p> <p>Bowling, backyard games, shuffleboard</p>		
Unit Duration:		
<p>Four weeks</p>		

Unit 7: Striking with Hand
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E22.1 Volleys an object with an open palm, sending it upward.</p> <p>Supporting: S2.E3.1a Differentiates between fast and slow speeds. S2.E3.1b Differentiates between solid and light force. S4.E1.1 Accepts personal responsibility by using equipment and space appropriately. S5.E1 Identifies physical activity as a component of good health. S5.E2 Recognizes that challenge in physical activities can lead to success. S5.E3.1a Describes positive feelings that result from participating in physical activity. S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p>	<p>Volley Controlled Hit</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Striking and volleying engage the large muscles, which allows for the development of gross motor coordination. Striking and volleying enhance the development of muscular strength and endurance. Striking and volleying improve your hand-eye coordination. The ability to successfully strike and volley an object will allow for application in future physical activities.</p>	<p><i>Students will consider...</i> Why do students need to learn how to strike and volley an object? What part of your hand should be used when striking and volleying? What is the relationship between force and movement when volleying?</p>
Learning Objectives		

Students will...

Understand that using different amounts of force will affect the ball differently.

Apply striking and volleying during future physical activities.

Demonstrate how to volley an object with an open palm, sending it upward.

Suggested Activities:

Self-space volley, partner volley, group volley, stations, volleyball, spike ball, 4-square

Unit Duration:

Four weeks

Unit 8: Foot Handling

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.</p> <p>Supporting: S1.E21 Approaches a stationary ball and kicks it forward, demonstrating 2 of the 5 critical elements of a mature pattern. S2.E3.1a Differentiates between fast and slow speeds. S2.E3.1b Differentiates between strong and light force.</p>	<p>Foot Dribbling Ball Control Receiving Trapping Passing</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Foot handling includes dribbling a ball using the inside of the foot while walking in general space. Critical elements of foot dribbling a ball include</p>	<p><i>Students will consider...</i> What is dribbling? What is passing? Why is it important to use your feet when playing soccer?</p>

<p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E2 Recognizes that challenge in physical activities can lead to success.</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activity.</p> <p>S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p> <p>S4.E1.1 Accepts personal responsibility by using equipment and space appropriately.</p>	<ul style="list-style-type: none"> ● Using the inside of the foot while walking in general space. ● Planting the non-striking foot next to the ball. ● Bringing the striking foot back slightly. ● Turning the striking foot outward. ● Striking the ball with the foot's instep and following through toward the target. 	<p>When would you dribble the ball versus pass during soccer?</p>
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Learning Objectives

Students will...

Explain the difference between a dribble and a pass.

Perform a dribble using the inside of the foot while walking in general space.

Suggested Activities:

Independent dribbling, partner passing, low-organized games

Unit Duration:

Four weeks

Unit 9: Striking with Implements

Desired Results

Standards

Big Ideas

<p>Priority: S1.E24.1 Strikes a ball with a short-handed implement, sending it upward.</p> <p>Supporting: S2.E3.1a Differentiates between fast and slow speeds. S2.E3.1b Differentiates between strong and light force. S4.E1.1 Accepts personal responsibility by using equipment and space appropriately. S5.E1 Identifies physical activity as a component of good health. S5.E2 Recognizes that challenge in physical activities can lead to success. S5.E3.1a Describes positive feelings that result from participating in physical activity. S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p>	<p>Hand-eye Coordination Short-Handled Implements Long-Handled Implements Force and Accuracy</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Swinging and making contact with control is considered a strike. Critical elements of striking with a bat include</p> <ul style="list-style-type: none"> ● Standing side-on to the target. ● Bending the knees in an athletic stance. ● Keeping your eyes on the ball. ● Hands together at the base of the implement (with your hand on the end matching their front foot). ● Extending arms entirely when they hit the ball. <p>Critical elements of striking with short-handed implements include</p> <ul style="list-style-type: none"> ● Hands together at the base. ● Starting from the back and swinging forward to make contact. 	<p><i>Students will consider...</i> Why is hand-eye coordination critical when striking? Why is safety important during striking activities? What are important cues for using implements when striking an object? When is striking used in games and sports?</p>
Learning Objectives		
<p><i>Students will...</i> Identify which sports/activities use striking. Demonstrate how to strike a ball off a tee or cone with a bat using the correct grip and body orientation. Identify which sports utilize a short handle implement vs a long handle</p>		

Suggested Activities:
Stations

Unit Duration:

Four weeks

Second-Grade Physical Education *Course Overview*

Grade level(s): Second-Grade

Course Rationale

The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.

Course Description

The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.

Big Ideas

Safety, Equipment Use, Physical Activity, Good Health, Locomotor Skills, Balance, Non-Locomotor Skills, Underhand throw, Overhand Throw, Opposition, Catching, Range of Motion, Dribbling (dominant and non-dominant hands), Ball Control, Passing, Shooting, Rope Turning, Steady Rhythm, Ankle and Knee Flexion, Shock Absorption, Proper Grip, Jumping, Positive Social Interactions, Friendly Competition, Lifetime Physical Activities for Enjoyment, Leisure Activities, Levels of Physical Activity Intensity, Community, Volley, Volleyball, Controlled Hit, Force, Foot Dribbling, Receiving, Trapping, Passing, Hand-Eye Coordination, Short Handled Implement, Long Handled Implement, Accuracy

Priority Missouri Learning Standards

- S1.E1.2- Skips using a mature pattern.
- S1.E14.2- Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.
- S1.E18.2- Dribbles with the feet in general space with control of ball and body.
- S1.E17.2b- Dribbles using the preferred hand while walking in general space.
- S1.E22.2- Volleys an object upward with consecutive hits.
- S1.E25.2- Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.
- S1.E27.2a- Jumps a self-turned rope consecutively forward and backward with a mature pattern.
- S4.E6.2a- Works independently and safely in physical education.
- S5.E3.2- Identifies physical activities that provide self-expression.

Unit 1: Safety, Mindfulness, and Physical Activity Expectations

Desired Results

Standards	Big Ideas	
Priority: S4.E6.2a- Works independently and safely in physical education.	Safety Equipment Use Physical Activity Good Health	
Supporting:	Enduring Understandings	Essential Questions

<p>S2.E3.2- Varies time and force with gradual increases and decreases.</p> <p>S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family).</p> <p>S3.E3.2- Identifies physical activities that contribute to fitness.</p> <p>S4.E1.2- Practices skills with minimal teacher prompting</p> <p>S4.E2.2- Accepts responsibility for class protocols with behavior and performance actions.</p> <p>S4.E3.2- Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2- Works independently with others in partner environments.</p> <p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S4.E6.2b- Works safely with physical education equipment</p> <p>Compares physical activities that bring confidence and challenge. (S5.E2.2)</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p>	<p><i>Students will understand that...</i></p> <p>Physical Activity is when you move your body.</p> <p>Using equipment correctly keeps everyone safe.</p> <p>Using equipment correctly keeps our equipment in good condition.</p> <p>A healthy body leads to a better quality of life.</p> <p>Physical activity improves overall health.</p>	<p>What is Physical Activity?</p> <p>Why are rules and expectations necessary?</p> <p>Why is it essential to use equipment correctly?</p> <p>What does it look like to participate safely?</p> <p>Why is it necessary to have good health?</p> <p>How does participating in physical activity help you stay healthy?</p> <p>Why is it important to be personally and socially responsible?</p> <p>How do we interact with others in physical education class?</p> <p>Why do we use warm-up and cool-down activities?</p>
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Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- Physical activity, personal space, general space, health, health-related components of fitness, heart rate, warm-up, cool-down.</p> <p>Identify a variety of physical activity opportunities.</p> <p>Provide examples of each health-related component of fitness.</p> <p>Recognize the correlation between physical activity and a healthy lifestyle.</p> <p>Identify and describe the five Health-Related Components of Fitness (Muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition).</p> <p>Demonstrate correct use of equipment.</p> <p>Demonstrate how to travel safely through general space.</p> <p>Actively engage in teacher-directed tasks with moderate to vigorous physical activity.</p> <p>Demonstrate an understanding of playing fair.</p> <p>Demonstrate classroom procedures such as entry and exit, nurse, stop and start, equipment car, proper footwear, bathroom, and drills (tornado, intruder, earthquake).</p> <p>Understand the difference between general/personal space.</p> <p>Accept specific corrective feedback from the teacher.</p> <p>Suggested activities:</p> <p>Low-organized games/tasks, chasing and fleeing, locomotor movements, non-locomotor movements, mindful stretching, relay races, instant activities, skill stations, obstacle course, parachute</p>		
Unit Duration:		
Four weeks, ongoing		

Unit 2: Locomotor and Non-Locomotor Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E1.2- Skips using a mature pattern.</p>	<p>Locomotor Skills Non-locomotor skills Balance</p>	
<p>Supporting: S1.E2.2a- Runs with a mature pattern. S1.E2.2b- Travels showing differentiation between jogging and sprinting. S1.E3.2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot take-offs and landings. S1.E4.2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. S1.E5.2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms S1.E7.2a Balances on different bases of support, combining levels, and shapes S1.E7.2b- Balances in an inverted position with stillness and supportive base. S1.E8.2- Transfers weight from feet to different body parts/bases of support for balance and/or travel. S1.E9.2- Rolls in different directions with either a narrow or curled body shape. S1.E10.2- Differentiate among twisting, curling, bending and stretching actions</p>	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Locomotor patterns are the ways we travel through general space. Balance is necessary both when the body is still and in motion. Critical elements of non-locomotor skills include</p> <ul style="list-style-type: none"> ● Stretching ● Bending ● Pushing ● Pulling ● Twisting ● Turning 	<p><i>Students will consider...</i> What are the eight locomotor skills? What is balance? Why is proper movement significant? How can understanding movement concepts improve my performance?</p>

<p>S1.E11.2- Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics).</p> <p>S1.E21.2- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern.</p> <p>S1.E27.2a- Jumps a self-turned rope consecutively forward and backward with a mature pattern.</p> <p>S1.E27.2b- Jumps a long rope 5 times, consecutively with student turners.</p> <p>S2.E1.2- Combines locomotor skills in general space to a rhythm.</p> <p>S2.E2.2- Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences.</p> <p>S2.E3.2- Varies time and force with gradual increases and decreases.</p> <p>S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family).</p> <p>S3.E3.2b- Identifies physical activities that contribute to fitness.</p> <p>S4.E1.2- Practices skills with minimal teacher prompting.</p> <p>S4.E2.2- Accepts responsibility for class protocols with behavior and performance actions.</p> <p>S4.E3.2- Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2- Works independently with others in partner environments.</p>		
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<p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S4.E6.2a- Works independently and safely in physical education.</p> <p>S4.E6.2b- Works safely with physical education equipment.</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p> <p>S5.E2.2- Compares physical activities that bring confidence and challenge.</p> <p>S5.E3.2- Identifies physical activities that provide self-expression.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- walk, run, jump, hop, skip, gallop, leap, slide, balance, opposition, spatial awareness, speed.</p> <p>List the eight locomotor skills.</p> <p>Distinguish between the different locomotor skills.</p> <p>Perform skipping and running with a mature pattern.</p> <p>Demonstrate locomotor patterns in various pathways and levels.</p> <p>Perform locomotor skills in low-organized games and activities.</p> <p>Maintain momentary stillness on different bases of support.</p> <p>Demonstrates balance when performing jumping and landing.</p> <p>Suggested activities:</p> <p>Tag, invasion games, low-organized games, scooters, parachutes, rock wall, tumbling, stations, relays, virtual activities</p>		
Unit Duration:		
Four Weeks		

Unit 3: Throwing and Catching

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E14.2- Throws overhand, demonstrating 2 of the 5 critical elements of a mature pattern.</p> <p>Supporting: S1.E13.2- Throws underhand using a mature pattern. S1.E16.2- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family). S3.E3.2b- Identifies physical activities that contribute to fitness. S4 E.1.2- Practices skills with minimal teacher prompting S4.E2.2- Accepts responsibility for class protocols with behavior and performance actions S4.E3.2- Accepts specific corrective feedback from the teacher S4.E4.2- Works independently with others in partner environments.</p>	<p>Underhand Throw Overhand Throw Opposition Catching</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Propelling an object from a hand after swinging it backward, below shoulder level, and releasing it to a target is how to throw it underhand. Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it to a target is how to throw underhand. Stepping toward my target helps improve trajectory, aim, and accuracy. Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Critical elements of catching include</p> <ul style="list-style-type: none"> ● Keeping an eye on the ball. ● Reaching arms towards the ball. ● Bringing the ball into the body. 	<p><i>Students will consider...</i></p> <p>Why do students need to learn how to throw and catch? What is an underhand throw? What is an overhand throw? How does throwing and catching improve physical performance? Why do I need to take a step when I throw? What does it mean to throw with opposition? What are the critical elements for catching a ball?</p>

<p>S4.E6.2a- Works independently and safely in physical education.</p> <p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S4. E6.2b- Works safely with physical education equipment.</p> <p>S5.E2.2- Compare physical activities that bring confidence and challenge.</p> <p>S5.E3.2- Identifies physical activities that provide self-expression.</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p>	<ul style="list-style-type: none"> ● Pinkies together if the ball is below the waist and thumbs together if the ball is above the waist. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Understand the basic mechanics of throwing, including how to grip, aim, and release an object.</p> <p>Demonstrate the knowledge of proper throwing for both the underhand and overhand throw.</p> <p>Demonstrate the critical elements for catching a variety of objects using self-throw or from a partner.</p> <p>Suggested activities:</p> <p>Partner/self toss and catch, throwing/catching to various targets, stations, low-organized games, frisbee</p>		
Unit Duration:		
Four Weeks		

Unit 4: Basketball Skills
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E17.2b- Dribbles using the preferred hand while walking in general space.</p> <p>Supporting: S1.E16.2- Catches a self-tossed or well-thrown large ball with hands, not trapping or cradling against the body. S3.E3.2b- Identifies physical activities that contribute to fitness. S1.E2.2a- Runs with a mature pattern. S2.E3.2- Varies time and force with gradual increases and decreases. S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family). S4.E1.2- Practices skills with minimal teacher prompting S4.E2.2- Accepts responsibility for class protocols with behavior and performance actions. S4.E3.2- Accepts specific corrective feedback from the teacher. S4.E4.2- Works independently with others in partner environments. S4.E6.2a- Works independently and safely in physical education.</p>	<p>Dribbling (dominant and non-dominant hands) Ball Control Passing Shooting</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Motor skills presented in basketball are shown in various sports. Dribbling is bouncing the ball repeatedly without catching in-between bounces. Passing the ball to a teammate when you can not move or if another player has a better chance at getting closer to the basket is necessary. Shooting a ball into the basket scores points for a team. Always ensure your classmate is ready with hands up and fingers spread to catch a pass before you pass the ball. Most basketball passes start from the player's chest with two hands on the ball. (Versus an overhand pass.) Dribble cues include eyes up, finger pads, ball to the side, push, and waist level. Critical elements of dribbling include</p> <ul style="list-style-type: none"> ● Knees slightly bent. ● Opposite foot forward when dribbling in self-space. 	<p><i>Students will consider...</i></p> <p>What part of your body do you use to dribble a ball with? Why is it important to know how to dribble with control? How can you continuously bounce a ball with one hand? How much force should you use to push the ball to the floor? What might be some challenges with dribbling while moving in general space versus staying stationary? What are important cues for dribbling a basketball?</p>

<p>S4.E6.2b- Works safely with physical education equipment.</p> <p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p> <p>S5.E2.2- Compare physical activities that bring confidence and challenge.</p> <p>S5.E3.2- Identifies physical activities that provide self-expression.</p>	<ul style="list-style-type: none"> ● Contacting the ball with finger pads. ● Firm contact with the top of the ball. ● Contact slightly behind the ball for travel. ● The ball to the side and in front of the body for travel. ● Eyes looking "over" the ball and not down at the ball. 	
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Learning Objectives

Students will...

Demonstrate how to dribble with a preferred hand using a mature pattern in general space.

Demonstrate how to dribble in a controlled manner using your preferred hand while moving in various pathways.

Use the cues for dribbling: Eyes up, finger pads, ball to the side, push, waist level.

Suggested activities:
Partner passing, self-space dribbling, general space dribbling, stations, low-organized games, relays

Unit Duration:

Four Weeks

Unit 5: Rhythms
Desired Results

Standards	Big Ideas
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<p>Priority: S1.E27.2a- Jumps a self-turned rope consecutively forward and backward with a mature pattern.</p> <p>Supporting: S1.E3.2- Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal plane using a variety of 1 and 2 foot take-offs and landings. S1.E4.2- Demonstrates 4 of the 5 critical elements for jumping and landing in a vertical plane. S1.E5.2- Performs a teacher and/or student designed rhythmic activity with correct response to simple rhythms. S1.E7.2a- Balances on different bases of support, combining levels, and shapes. S1.E11.2- Combines balances and transfers into a 3-part sequence (i.e., dance, gymnastics). S1.E27.2b- Jumps a long rope 5 times, consecutively with student turners. S2.E1.2- Combines locomotor skills in general space to a rhythm. S2.E2.2- Combines shapes, levels, extensions and pathways into simple travel, dance and gymnastics sequences. S2.E3.2- Varies time and force with gradual increases and decreases. S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family).</p>	<p>Rope Turning Ankle and Knee Flexion Shock Absorption Steady Rhythm Proper Grip Jumping</p>	
	<p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that...</i> Students will understand that jumping rope can be beneficial to overall health. It is a low-cost activity that can be done in small spaces. Making small, quick, repetitive jumps and turns of the rope at an unchanging pace allows you to maintain a steady rhythm. We hold the handles to a jump rope with thumbs pointing to the rope. (Shake hands with the handle.) A slight bend in your knees and ankles allows you to jump continuously without injury.</p>	<p style="text-align: center;">Essential Questions</p> <p><i>Students will consider...</i> Why is it important to know how to jump rope? What is a steady rhythm, and why must you use one? What is the proper grip for a jump rope? Why do you need to keep your ankles and knees in flexion? How can I make movement more interesting, fun, and enjoyable?</p>

<p>S3.E3.2b- Identifies physical activities that contribute to fitness.</p> <p>S4 E.1.2- Practices skills with minimal teacher prompting.</p> <p>S4.E2. 2- Accepts responsibility for class protocols with behavior and performance action.</p> <p>S4.E3.2- Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2- Works independently with others in partner environments.</p> <p>S4.E6.2a- Works independently and safely in physical education.</p> <p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S4.E6.2b- Works safely with physical education equipment.</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p> <p>S5.E2.2- Compare physical activities that bring confidence and challenge.</p> <p>S5.E3.2- Identifies physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks/games environment).</p>		
Learning Objectives		
<p><i>Students will... I</i></p> <p>Identify and define key terms- jump, grip, landing, turn, steady beat.</p> <p>Demonstrate how to hold a jump rope properly.</p> <p>Demonstrate how to jump forward or backward consecutively using a self-turned rope.</p>		

Understand the health benefits of jump rope.
 Perform a teacher and/or student-designed rhythmic activity with the correct response to simple rhythms.

Suggested activities:

Jump rope, hula hoops, cardio drumming, line/patterned dances, student-created routines, jump bands, virtual guided activities, lummi sticks

Unit Duration:

Four Weeks

Unit 6: Lifetime Recreational Activities
Desired Results

Standards	Big Ideas	
Priority: S5.E3.2- Identifies physical activities that provide self-expression	Positive Social Interactions Friendly Competition, Lifetime Physical Activities for Enjoyment	
Supporting: S1.E13.2- Throws underhand using a mature pattern. S2.E3.2- Varies time and force with gradual increases and decreases. S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family).	Enduring Understandings <i>Students will understand that...</i> Bowling, shuffleboard, washers, cornhole, can jam, spike ball, pickleball, etc., are all games that people of all ages and abilities can play. Participating in lifetime recreational activities provides physical health benefits and improves social and emotional well-being.	Essential Questions <i>Students will consider...</i> What are lifetime recreational activities? What are some benefits of participating in lifetime recreational activities? How can an individual recognize enjoyment during an activity?

<p>S3.E3.2b- Identifies physical activities that contribute to fitness.</p> <p>S4.E1.2- Practices skills with minimal teacher prompting.</p> <p>S4.E2.2- Accepts responsibility for class protocols with behavior and performance action.</p> <p>S4.E3.2- Accepts specific corrective feedback from the teacher.</p> <p>S4.E4.2- Works independently with others in partner environments.</p> <p>S4.E6.2a- Works independently and safely in physical education.</p> <p>S4.E6.2b- Works safely with physical education equipment.</p> <p>S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S5.E2.2- Compare physical activities that bring confidence to people of all ages and abilities can play a role in "good health balance".</p> <p>FS.1.B.2 Describe the functions of the muscular systems and provide examples (eg., muscles pull on bones to move the joints, move food through the body).</p> <p>FS.1.C.2 Describe the functions of the skeletal system (e.g., protects body parts, supports the framework, works with muscles).</p> <p>FS.1.E.2 Identify the major components (i.e., blood vessels, heart) and functions (e.g., transport blood throughout the body) of the cardio-respiratory system.</p>		
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<p>FS.2.B.2 Identify the cause and effect of one's actions on others.</p> <p><i>FS.2.C.2 Identify appropriate ways to express needs, wants, and feelings (e.g., dealing with anger, model attentive listening skills).</i></p> <p><i>ME.1.A.1 Identify and show good oral hygiene (e.g., brushing, flossing, dental exams).</i></p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Correlate lifetime recreational activities and social-emotional well-being.</p> <p>Describe positive feelings that result from participating in physical activities.</p> <p>Transfer learned PE skills to be successful in lifetime recreational activities.</p> <p>List a variety of lifetime recreational activities.</p> <p>Suggested activities:</p> <p>Bowling, golf, frisbee golf, shuffleboard, washers, cornhole, can jam, spike ball, pickle ball, badminton, table tennis, billiards</p>		
Unit Duration:		
Four Weeks		

Unit 7: Striking With Hand <i>Desired Results</i>	
Standards	Big Ideas

<p>Priority: S1.E22.2- Volleys an object upward with consecutive hits.</p> <p>Supporting: S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family). S3.E3.2- Identifies physical activities that contribute to fitness. S4.E1.2- Practices skills with minimal teacher prompting. S4.E2.2- Accepts responsibility for class protocols with behavior and performance action. S4.E3.2- Accepts specific corrective feedback from the teacher. S4.E4.2- Works independently with others in partner environments. S4.E6.2a- Works independently and safely in physical education. S4.E6.2b- Works safely with physical education equipment. S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities. S5.E1.2- Recognizes the value of "good health balance". S5.E2.2- Compare physical activities that bring confidence and challenge.</p>	<p>Volley Volleyball Controlled Hit Range of aMotion Force</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Striking and volleying engage the large muscles, which allows for the development of gross motor coordination. Striking and volleying enhance the development of muscular strength and endurance. Striking and volleying improve your hand-eye coordination. The ability to successfully strike and volley an object will allow for application in future physical activities. Critical elements of volleying (underhand) include</p> <ul style="list-style-type: none"> ● Facing the target in preparation for the volley. ● Opposite foot forward. ● Flat surface with hand for contact with the object. ● Contact with the object between knee and waist level. ● Follow through upward and to the target. <p>Critical elements of volleying (overhand) include</p>	<p><i>Students will consider...</i> Why do students need to learn how to strike and volley an object? What different parts of your hand/arm can be used to strike an object? If I strike the object on the underneath side, what direction does the object go in? What direction does an object go in if I strike the object on the top side?</p>

<p>S5.E3.2- Identifies physical activities that provide self-expression.</p>	<ul style="list-style-type: none"> ● Body aligned and positioned under the object. ● Knees, arms, and ankles bent in preparation for the volley. ● Hands rounded. ● Thumbs and first fingers form a triangle (without touching) in preparation. ● The object contacts only the finger pads ● Wrists stay firm. ● Arms extending upward on contact. ● Following through slightly toward the target. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to volley an object upward with consecutive hits.</p> <p>Demonstrate how to volley a balloon or ball over a net using hand strikes.</p> <p>Demonstrate proper body position and weight transfer/step in opposition on contact.</p> <p>Understand using different amounts of force will affect the ball differently.</p> <p>Suggested activities: Self-space volley, partner volley, group volley, stations, volleyball, spike ball, 4-square, balloons</p>		
Unit Duration:		
<p>Four Weeks</p>		

Unit 8: Foot Handling

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E18.2- Dribbles with the feet in general space with control of ball and body.</p> <p>Supporting: S1.E21.2- Uses a continuous running approach and kicks a moving ball, demonstrating 3 of the 5 critical elements of a mature pattern. S2.E3.2- Varies time and force with gradual increases and decreases. S3.E3.2b- Identifies physical activities that contribute to fitness. S1.E2.2a- Runs with a mature pattern. S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family). S4 E.1.2- Practices skills with minimal teacher prompting. S4.E2.2- Accepts responsibility for class protocols with behavior and performance action. S4.E3.2- Accepts specific corrective feedback from the teacher. S4.E4.2- Works independently with others in partner environments.</p>	<p>Foot Dribbling Ball Control Receiving Trapping Passing</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Foot handling includes dribbling a ball using the inside of the foot while walking in general space. To kick a ball in soccer, a player plants their non-striking foot next to the ball before bringing their striking foot back slightly, turning their striking foot outward, and striking the ball with their instep or top of the foot.</p> <p>Trapping is a controlled stop of the ball.</p> <p>Soccer (Football), Rugby, and Football (American) all require foot handling skills.</p> <p>Kicking is a form of striking.</p> <p>Critical elements of kicking include</p> <ul style="list-style-type: none"> ● Extending arms forward in preparation for the kicking action. ● Contacting the ball directly below the center of the ball to make it travel in the 	<p><i>Students will consider...</i></p> <p>What is dribbling? What is passing? Why is it important to use your feet when playing soccer? When would you dribble the ball versus pass during soccer? How should you change how you contact the ball for a pass to a teammate versus a kick to score a goal? What activities use the skills of kicking and dribbling?</p>

<p>S4.E6.2a- Works independently and safely in physical education.</p> <p>S4.E6.2b- Works safely with physical education equipment.</p> <p>S4.E6.2b- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities.</p> <p>S5.E1.2- Recognizes the value of "good health balance".</p>	<p>air or directly behind the center of the ball to make it travel on the ground.</p> <ul style="list-style-type: none"> ● Contacting the ball with shoelaces or the top of the foot. ● The trunk leaned back slightly in preparation for the kicking action. ● Following through with the kicking leg, extending forward and upward toward the target. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Perform a controlled dribble using the inside of the foot while walking in general space.</p> <p>Compare and contrast the skills of dribbling and passing.</p> <p>Understand the difference between a dribble and a pass.</p> <p>Suggested activities: Independent dribbling, partner passing, low-organized games</p>		
Unit Duration:		
Four Weeks		

Unit 9: Striking With Implements <i>Desired Results</i>	
Standards	Big Ideas

<p>Priority: S1.E25.2- Strikes a ball off a tee or cone with a bat, using correct grip and side orientation/proper body orientation.</p> <p>Supporting: S3.E1.2- Describes large motor and/or manipulative physical activities for participation outside physical education (e.g., before school and after school, at home, at the park, with friends, with the family). S3.E3.2b- Identifies physical activities that contribute to fitness. S4.E1.2- Practices skills with minimal teacher prompting. S4.E2.2- Accepts responsibility for class protocols with behavior and performance action. S4.E3.2- Accepts specific corrective feedback from the teacher. S4.E4.2- Works independently with others in partner environments. S4.E6.2a- Works independently and safely in physical education. S4.E6.2b- Works safely with physical education equipment. S4.E5.2- Recognizes and adheres to the role of rules and etiquette in teacher-designed physical activities. S5.E1.2- Recognizes the value of "good health balance". S5.E2.2- Compare physical activities that bring confidence and challenge.</p>	<p>Hand-eye Coordination Short-Handled Implements Long-Handled Implements Force Range of Motion Accuracy</p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>Students will understand that...</i> Striking involves a controlled swing to make contact with an object. Long-handled implements include bats, golf clubs, hockey sticks, lacrosse sticks, badminton rackets, and croquet mallets. Short-handled implements include ping pong paddles, pickleball paddles, tennis rackets, and racquetball rackets. Critical elements of striking with a bat include</p> <ul style="list-style-type: none"> ● Standing side onto the target. ● Bending knees in an athletic stance. ● Keeping eyes on the ball. ● Hands together at the base of the implement, with the hand on the end matching the front foot. ● Extending arms entirely when hitting the ball. <p>Critical elements for striking with a short-handled implement include</p> <ul style="list-style-type: none"> ● Hands together at the base. 	<p><i>Students will consider...</i> Why is hand-eye coordination critical when striking? Why is safety important during striking activities? What are essential cues for using implements when striking an object? When is striking used in games and sports?</p>

<p>S5.E3.2- Identifies physical activities that provide self-expression.</p>	<ul style="list-style-type: none"> ● Racket or paddle back in preparation for striking. ● Stepping on the opposite foot when making contact with the object. ● Swinging racket or paddle low to high. ● Coiling and uncoiling the trunk of the body for preparation and execution of the striking action. ● Following through for completion of the striking action. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to strike a ball off a tee or cone with a bat using the correct grip and body orientation.</p> <p>Identify which sports/activities use striking.</p> <p>Identify which sports utilize a short handle implement versus a long handle.</p> <p>Suggested activities: Stations, tennis lead-up activities, balloon activities, badminton lead-up activities, pickleball lead-up activities, baseball/softball lead-up activities, pool noodles</p>		
Unit Duration:		
Four Weeks		

Third-Grade Physical Education
Course Overview

Grade level(s): Third Grade

Course Rationale	Course Description
<p>The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.</p>	<p>The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.</p>
Big Ideas	
<p>Safety, Equipment Use, Physical Activity, Good Health, Locomotor Skills, Balance, Non-Locomotor Skills, Underhand throw, Overhand Throw, Opposition, Catch, Range of Motion, Dribbling (dominant and non-dominant hands), Ball Control, Passing, Shooting, Rope Turning, Steady Rhythm, Ankle and Knee Flexion, Shock Absorption, Proper Grip, Jump, Positive Social Interactions, Friendly Competition, Lifetime Physical Activities for Enjoyment, Leisure Activities, Levels of Physical Activity Intensity, Community, Volley, Volleyball, Controlled Hit, Force, Foot Dribbling, Receiving, Trapping, Passing, Hand-eye Coordination, Short-Handled Implement, Long-Handled Implement, Accuracy</p>	
Priority Missouri Learning Standards	
<p>S1.E1.3- Leaps using a mature pattern. S1.E13.3- Throws underhand to a partner or target with accuracy. S1.E17.3- Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body. S1.E19.3- Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass. S1.E22.3- Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern. S1.E25.3- Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club) sending it forward, while using proper grip for the implement. Note: Use a batting tee or ball tossed by the teacher for batting.</p>	

S1 E27.3- Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.
 S4.E6.3- Works independently and safely in physical activity settings.
 S5.E3.3- Reflects on the reasons for enjoying selected physical activities.

Unit 1: Safety, Mindfulness, and Physical Activity Expectations

Desired Results

Standards	Big Ideas	
Priority: S4 E6.3- Works independently and safely in physical activity settings. Supporting: S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3- Tracks participation in physical activities outside physical education class. S3.E1.3b- Identifies physical activity benefits as a way to become healthier. S3.E4.3- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4. E5.3- Recognizes and adheres to the role of rules and etiquette in physical activity with peers S4 E6.3- Works independently and safely in physical activity settings S4. E1.3- Exhibits personal responsibility in teacher directed activities	Safety Equipment Use Physical Activity Good Health	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Physical Activity is when you move your body. Using equipment correctly keeps everyone safe. Using equipment correctly keeps it in good condition. A healthy body leads to a better quality of life, and Physical activity improves overall health.	<i>Students will consider...</i> What is Physical Activity? Why is it important to have rules and expectations? Why is it essential to use equipment correctly? What does it look like to participate safely? Why is it necessary to have good health? How does participating in physical activity help you stay healthy? Why is it important to be personally and socially responsible? How do we interact with others in physical education class?

<p>S4 E2.3- Works independently for extended periods of time</p> <p>S4 E3.3- Accepts and implements specific corrective feedback from the teacher</p> <p>S4 E4.3a- Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p> <p>FS.1.B.3- Recognize the major muscles of the muscular system (eg., deltoid, tricep, abdominal, quadricep)</p> <p>F.S.1.C.3- Categorize and label different bones by body parts (e.g., leg-tibia, arms-humerus, head-skull, torso-spine)</p> <p>FS.1.E.3- Identify the cause and effect of lifestyles choices (e.g., activity, diet, tobacco use) on the cardio-respiratory system (e.g., healthy heart vs. unhealthy heart, blocked blood vessels, lung capacity)</p> <p>FS.2.B.3 Analyze the duties and responsibilities needed to be a contributing member of a social</p>		<p>Why do we use warm-up and cool-down activities?</p> <p>Why is it essential to show sportsmanship when winning and losing?</p>
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<p>community (e.g., school, church, neighborhood, Girl/Boy Scouts, service)</p> <p>FS.2.C.3 Evaluate the importance of effective listening skills in building and maintaining relationships</p> <p>ME.1.A.3 Describe how personal health is enhanced by behaviors (include care of skin, teeth, gums, hair, eyes, nose, ears, nails)</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- physical activity, personal space, general space, health, health-related components of fitness, heart rate, warm-up, cool-down.</p> <p>Identify a variety of physical activity opportunities.</p> <p>Provide examples of each health-related component of fitness.</p> <p>Recognize the correlation between physical activity and a healthy lifestyle.</p> <p>Understand the five Health-Related Components of Fitness (Muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition).</p> <p>Demonstrate correct use of equipment.</p> <p>Travel safely through general space.</p> <p>Actively engages in teacher-directed tasks with moderate to vigorous physical activity.</p> <p>Demonstrate an understanding of playing fair.</p> <p>Demonstrate classroom procedures such as entry and exit, nurse, stop and start, equipment car, proper footwear, bathroom, and drills (tornado, intruder, earthquake).</p> <p>Understand the difference between general/personal space.</p> <p>Accept specific corrective feedback from the teacher.</p> <p>Suggested Activities:</p>		

Low-organized games/tasks, chasing and fleeing, locomotor movements, non-locomotor movements, mindful stretching, relay races, instant activities, skill stations, obstacle course, parachute

Unit Duration:

Four weeks, on-going

Unit 2: Locomotor and Non-Locomotor Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E1.3- Leaps using a mature pattern.</p> <p>Supporting: S1.E2.3- Travels showing differentiation between sprinting and running S1.E6.3- Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation S1.E3.3- Jumps and lands in the horizontal and vertical planes using a mature pattern S1.E5.3- Performs teacher selected and developmentally appropriate dance steps and movement patterns S1.E7.3- Transfers weight from feet to hands for momentary weight support</p>	<p>Locomotor Skills Non-locomotor skills</p>	
	<p>Enduring Understandings</p> <p><i>Students will understand that...</i> Balance allows the body to stay upright and not fall over. When balanced, we have complete body control and can perform more advanced skills such as walking, hopping, and skipping. Traveling and changing directions during dynamic situations is essential for most physical activity games and sports. The ability to perform these skills prepares us for learning sports-specific skills.</p>	<p>Essential Questions</p> <p><i>Students will consider...</i> How do I perform various locomotor skills, particularly how to leap using a mature pattern? Why must I learn to travel and change direction in dynamic situations? Why is it important to use proper form when combining fundamental locomotor skills? How does learning proper fundamental locomotor skills prepare students for learning sports skills? How can different learned movement patterns be applied to a variety of games?</p>

<p>S1.E10.3- Moves into and out of gymnastics balances with curling, twisting & stretching actions</p> <p>S1.E11.3- Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance</p> <p>S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.</p> <p>S3.E1.3a-Tracks participation in physical activities outside physical education class.</p> <p>S3.E1.3b-Identifies physical activity benefits as a way to become healthier.</p> <p>S3.E4.3-Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.</p> <p>S4.E5.3-Recognizes and adheres to the role of rules and etiquette in physical activity with peers</p> <p>S4.E6.3- Works independently and safely in physical activity settings</p> <p>S4.E1.3 Exhibits personal responsibility in teacher directed activities</p> <p>S4 E2.3-Works independently for extended periods of time</p> <p>S4 E3.3-Accepts an implements specific corrective feedback from the teacher</p> <p>S4 E4.3a-Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b-Praises others for their success in movement performance.</p> <p>S5.E1.3 Discusses the relationship between physical activity and good health.</p>	<p>The ability to travel and change direction while chasing, fleeing, and dodging demonstrates mastery of body control during movement.</p> <p>Learning the proper form for locomotor skills sets a foundation for learning sports-specific skills.</p>	
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<p>S5.E2.3 Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3 Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate a leap using a mature pattern.</p> <p>Perform a sequence of locomotor skills, transitioning from one skill to another without hesitation.</p> <p>Demonstrate the differentiation between sprinting and running.</p> <p>Jump and land in the horizontal and vertical planes using a mature pattern.</p> <p>Apply simple strategies in chasing and fleeing activities such as changing direction, using fakes, and watching opponents' hips.</p> <p>Use various locomotor skills in age appropriate low organized and small group activities.</p> <p>Suggested Activities: Tag, invasion games, low-organized games, scooters, parachute, rock wall, tumbling, stations, relays, virtual activities, gymnastics activities, cooperative team games, lead-up games</p>		
Unit Duration:		
Four weeks		

Unit 3: Throwing and Catching
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E13.3- Throws underhand to a partner or target with accuracy.</p> <p>Supporting: S1.14.3- Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern in non dynamic environments (closed skills), for distance and/or force. S1.E16.3- Catches a gently tossed hand-sized ball from a partner, demonstrating 4 or the 5 critical elements of a mature pattern. S2.E3.3.- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a-Tracks participation in physical activities outside physical education class. S3.E1.3b-Identifies physical activity benefits as a way to become healthier. S3.E4.3-Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4. E5.3-Recognizes and adheres to the role of rules and etiquette in physical activity with peers S4 E6.3- Works independently and safely in physical activity settings S4. E1.3- Exhibits personal responsibility in teacher directed activities</p>	<p>Underhand Throw Overhand Throw Opposition Catch</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> When we throw, we propel through the air with the motion of the hand or arm. Students will know that proper throwing mechanics allow ball control through force, distance, speed, and accuracy. Critical elements of a mature throwing pattern include</p> <ul style="list-style-type: none"> ● Standing sideways to the target. ● Bringing the arm over the shoulder. ● Aiming and stepping with opposition/twist of the hips. ● Squaring the shoulder and following through. ● Hitting the target. <p>Critical elements of a mature catching pattern include</p> <ul style="list-style-type: none"> ● Being in the ready position. ● Eyes on the ball. ● Move to catch the ball. ● Catching with the hands and not the body. 	<p><i>Students will consider...</i> Why do students need to learn how to throw and catch? What is an underhand throw? What is an overhand throw? How does throwing and catching improve physical performance? Why do I need to take a step when I throw? What does it mean to throw with opposition? What are the critical elements for catching a ball? How can catching and throwing help lead students toward a life of physical literacy? Why must students learn to throw in multiple settings (stationary, moving, underhand, overhand, etc)?</p>

<p>S4 E2.3- Works independently for extended periods of time</p> <p>S4 E3.3- Accepts and implements specific corrective feedback from the teacher</p> <p>S4 E4.3a- Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>	<ul style="list-style-type: none"> ● Absorbing the impact 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate an underhand throw using three of the five critical elements of mature catching with accuracy.</p> <p>Use various equipment to throw overhand, demonstrating three of the five critical elements of a mature throwing pattern.</p> <p>Demonstrate a catch using four or the five critical elements of a mature pattern.</p> <p>Suggested Activities:</p> <p>Partner/Self toss and catch, throwing/catching to various targets, stations, low-organized games, frisbee, handball, flickerball, lead-up activities .</p>		
Unit Duration:		
Four weeks		

Unit 4: Basketball Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E17.3- Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.</p> <p>Supporting: S2.E3.3. Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a Tracks participation in physical activities outside physical education class. S3.E1.3b Identifies physical activity benefits as a way to become healthier. S3.E4.3 Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4. E5.3 Recognizes and adheres to the role of rules and etiquette in physical activity with peers S4 E6.3 Works independently and safely in physical activity settings S4. E1.3 Exhibits personal responsibility in teacher directed activities S4 E2.3 Works independently for extended periods of time</p>	<p>Dribbling (dominant and non-dominant hands) Ball Control Passing Shooting</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Dribbling is the propulsion of a ball by repeated taps or kicks. Combination of dribbling and passing is essential to learning how to play the game and engage in cooperative play. Dribbling is used to keep possession of an object while traveling in personal or general space. Passing is used to send an object to an intended target. The ability to successfully dribble and pass with control will allow for application in future physical activities.</p>	<p><i>Students will consider...</i></p> <p>Why is it important to practice the combination of passing and dribbling skills? Why do students need to learn how to dribble and pass? How does dribbling and passing enhance playtime? Why is it important to use both hands when dribbling? Why is it important to use dribbling, passing, spacing, and movement when playing offense in a game of basketball?</p>

<p>S4 E3.3 Accepts and implements specific corrective feedback from the teacher</p> <p>S4 E4.3a Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b Praises others for their success in movement performance.</p> <p>S5.E1.3 Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3 Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3 Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3 Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to dribble the ball with preferred hand in general space continuously at varying speeds.</p> <p>Demonstrate a mature catch passed from a partner</p> <p>Suggested Activities:</p> <p>Partner passing, self-space dribbling, general-space dribbling, stations, low-organized games, relays, obstacle course, basketball lead-up activities, skill drills</p>		
Unit Duration:		
Four Weeks		

Unit 5: Rhythms

Desired Results

Standards	Big Ideas	
<p>Priority: S1 E27.3- Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.</p> <p>Supporting: S1 E11.3- Combines locomotor skills and movement, concepts (levels, shapes, extensions, pathways, force, time flow) to create and perform a dance. S1 E5.3- Performs teacher selected and developmentally appropriate dance steps and movement patterns. S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a- Tracks participation in physical activities outside physical education class. S3.E1.3b- Identifies physical activity benefits as a way to become healthier. S3.E4.3- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4. E5.3- Recognizes and adheres to the role of rules and etiquette in physical activity with peers S4 E6.3- Works independently and safely in physical activity settings.</p>	<p>Rope Turning Ankle and Knee Flexio Shock Absorption Steady Rhythm Proper Grip Jump</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Jumping rope can be beneficial to overall health. Jumping rope is a low-cost activity that can be done in small spaces. Making small, quick, repetitive jumps and turns of the rope to an unchanging pace allows you to maintain a steady rhythm. We hold the handles to a jump rope with thumbs pointing to the rope. (Shake hands with the handle.) A slight bend in your knees and ankles allows you to jump continuously without injury. Rhythm is the pattern of movement through time.</p>	<p><i>Students will consider...</i> Why is it important to know how to jump rope? What is a steady rhythm and why do you need to use one? What is the proper grip for a jump rope? Why do you need to keep your ankles and knees in flexion? How can I make movement more interesting, fun, and enjoyable? How can a student's self-expression be showcased through dance?</p>

<p>S4.E1.3- Exhibits personal responsibility in teacher directed activities.</p> <p>S4.E2.3- Works independently for extended periods of time.</p> <p>S4.E3.3- Accepts and implements specific corrective feedback from the teacher</p> <p>S4.E4.3a- Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate intermediate jump rope skills, including a variety of tricks with both short and long ropes.</p> <p>Enter and exit out of a long-turned rope.</p> <p>Perform teacher-selected and developmentally appropriate dance steps and movement patterns.</p> <p>Suggested Activities:</p> <p>Jump rope, hula hoops, cardio drumming, line/patterned dances, student-created routines, jump bands, virtual guided activities, lummi Sticks. cultural dances</p>		

Unit Duration:

Four weeks

Unit 6: Lifetime Recreational Activities***Desired Results***

Standards	Big Ideas	
Priority: S5.E3.3 Reflects on the reasons for enjoying selected physical activities	Positive Social Interactions Friendly Competition Lifetime Physical Activities for Enjoyment	
Supporting: S1.E13.3- Throws underhand to a partner or target with accuracy. S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a- Tracks participation in physical activities outside physical education class. S3.E1.3b- Identifies physical activity benefits as a way to become healthier. S3.E4.3- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4.E5.3- Recognizes and adheres to the role of rules and etiquette in physical activity with peers	Enduring Understandings <i>Students will understand that...</i> Bowling, shuffleboard, washers, cornhole, can jam, spike ball, pickleball, etc., are all games that people of all ages and abilities can play. Participating in lifetime recreational activities provides physical health benefits and improves social and emotional well-being.	Essential Questions <i>Students will consider...</i> What are lifetime recreational activities? What are lifetime activities students can learn early and develop throughout their lifetime? What are some benefits of participating in lifetime recreational activities? How can an individual recognize enjoyment during an activity?

<p>S4.E6.3- Works independently and safely in physical activity settings</p> <p>S4.E1.3- Exhibits personal responsibility in teacher directed activities</p> <p>S4.E2.3- Works independently for extended periods of time</p> <p>S4.E3.3- Accepts and implements specific corrective feedback from the teacher</p> <p>S4.E4.3a- Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Correlate lifetime recreational activities and social emotional well-being.</p> <p>Describe positive feelings that result from participating in physical activities.</p> <p>Transfer learned PE skills to be successful in lifetime recreational activities.</p> <p>Suggested Activities:</p> <p>Bowling, golf, frisbee golf, shuffleboard, washers, cornhole, can jam, spike ball, pickle ball, badminton, table tennis, billiards</p>		
Unit Duration:		

Four weeks

Unit 7: Striking With Hand
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E22.3- Strikes/volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.</p> <p>Supporting: S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a-Tracks participation in physical activities outside physical education class. S3.E1.3b- Identifies physical activity benefits as a way to become healthier. S3.E4.3- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity. S4.E5.3- Recognizes and adheres to the role of rules and etiquette in physical activity with peers. S4 E6.3- Works independently and safely in physical activity settings.</p>	<p>Volley Controlled Hit</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Proper striking mechanics are needed to control an object through force, distance, speed, and accuracy. Keeping your eyes on the ball is essential to timing contact with the object. Striking and volleying improve hand-eye coordination. The ability to successfully perform a strike in volleyball will allow for application in future physical activities. With these skills, students can participate in more physical activities.</p>	<p><i>Students will consider...</i> Why do I need to learn how to strike and volley? How does striking and volleying improve physical performance? Does the ability to strike and volley affect participation in physical activity? What skills would be ideal for the development of hand-eye coordination? How could volleying with various objects assist in developing good hand-eye coordination?</p>

<p>S4.E1.3- Exhibits personal responsibility in teacher directed activities.</p> <p>S4.E2.3- Works independently for extended periods of time.</p> <p>S4.E3.3- Accepts and implements specific corrective feedback from the teacher.</p> <p>S4.E4.3a- Works cooperatively with others. Praises others for their success in movement performance.</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new combination activity.</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities.</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Use appropriate body position and force to direct an object toward a specified position.</p> <p>Strike or volley an object with an underhand or sidearm striking pattern using four critical elements of a mature pattern.</p> <p>Demonstrate proper body position and weight transfer/step in opposition on contact.</p> <p>Understand using different amounts of force will affect the ball differently.</p> <p>Suggested Activities:</p> <p>Self-space volley, partner volley, group volley, stations, volleyball, spike ball, 4-square, Balloon activities, Beach ball activities, skill drills/station volleying</p>		

Unit Duration:

Four weeks

Unit 8: Foot Handling***Desired Results***

Standards	Big Ideas	
<p>Priority: S1.E19.3- Passes & receives a ball with the insides of the feet to a stationary partner, "giving" on reception before returning the pass.</p> <p>Supporting: S1.E18.3- Dribbles with the feel in general space at slow to moderate jogging speed with control of ball and body. S1.E21.3a- Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 or the 5 critical elements of a mature pattern for each. S1.E21.3b- Uses a continuous running approach and kicks a stationary ball for accuracy. S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation. S3.E1.3a- Tracks participation in physical activities outside physical education class.</p>	Foot Dribbling Ball Control Receiving Trapping Passing	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>A combination of dribbling and passing is essential to learning how to play the game and engage in cooperative play.</p> <p>Dribbling is used to keep possession of an object while traveling in a personal or general space.</p> <p>Passing is used to send an object to an intended target.</p> <p>The ability to successfully dribble and pass with control will allow for application in future physical activities.</p>	<p><i>Students will consider...</i></p> <p>Why is it important to practice the combination of passing and dribbling skills?</p> <p>Why must I learn how to dribble and pass with both feet?</p> <p>How does dribbling and passing enhance playtime?</p> <p>Why is it essential to use dribbling, passing, spacing, and movement when playing offense in a soccer game?</p>

<p>S3.E1.3- Identifies physical activity benefits as a way to become healthier.</p> <p>S3.E4.3-Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.</p> <p>S4. E5.3-Recognizes and adheres to the role of rules and etiquette in physical activity with peers</p> <p>S4 E6.3-Works independently and safely in physical activity settings</p> <p>S4. E1.3-Exhibits personal responsibility in teacher directed activities</p> <p>S4 E2.3-Works independently for extended periods of time</p> <p>S4 E3.3-Accepts an implements specific corrective feedback from the teacher</p> <p>S4 E4.3a- Works cooperatively with others. Praises others for their success in movement performance</p> <p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>		
Learning Objectives		

Students will...

Demonstrate how to dribble a ball continuously in general space at varying speeds.

Identify sports/activities that use dribbling.

Identify the importance of practicing the combination of passing and dribbling skills.

Suggested Activities:

Independent dribbling, partner passing, low-organized games, skill stations, kickball

Unit Duration:

Four weeks

Unit 9: Striking With Implements

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E25.3- Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club) sending it forward, while using proper grip for the implement. Note: Use a batting tee or ball tossed by the teacher for batting.</p>	<p>Hand-Eye Coordination Short-Handled Implements Long-Handled Implements Force Range of Motion Accuracy</p>	
<p>Supporting: S1.E24.3a- Strikes an object with a short-handled implement, sending it forward over a low net or to a wall</p>	<p>Enduring Understandings</p> <p><i>Students will understand that...</i> Critical elements of striking with a bat include</p> <ul style="list-style-type: none"> ● Standing side-on to the target. ● Bending the knees in an athletic stance. 	<p>Essential Questions</p> <p><i>Students will consider...</i> Why is hand-eye coordination critical when striking? Why is safety important during striking activities?</p>

<p>S1.E24.3b- Strikes an object with a short-handled implement with the 5 critical elements of a mature pattern.</p> <p>S1.E25. Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement. Note: Use batting tee or ball tossed by teacher for batting.</p> <p>S2.E3.3- Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher or as is appropriate for the situation.</p> <p>S3.E1.3a- Tracks participation in physical activities outside physical education class.</p> <p>S3.E1.3b- Identifies physical activity benefits as a way to become healthier.</p> <p>S3.E4.3- Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.</p> <p>S4. E5.3- Recognizes and adheres to the role of rules and etiquette in physical activity with peers</p> <p>S4 E6.3- Works independently and safely in physical activity settings</p> <p>S4. E1.3- Exhibits personal responsibility in teacher directed activities</p> <p>S4 E2.3- Works independently for extendHand-eyeds of time</p> <p>S4 E3.3- Accepts an implements specific corrective feedback from the teacher</p> <p>S4 E4.3a-Works cooperatively with others. Praises others for their success in movement performance</p>	<ul style="list-style-type: none"> ● Keep eyes on the ball. ● Hands together at the base of the implement (with their hand on the end matching their front foot). ● Extending arms entirely when they hit the ball. <p>Critical elements of striking with short-handled implements include</p> <ul style="list-style-type: none"> ● Hands together at the base. ● Start from the back and swing forward to make contact. <p>Critical elements of implement striking include</p> <ul style="list-style-type: none"> ● Proper grip on the implement. ● Correct stance. ● Proper body/side orientation. ● Correct swing plane. ● Follow through. <p>Critical elements of striking with long-handled implements include</p> <ul style="list-style-type: none"> ● Prepare with grip with hands apart. (Non-dominant on top, dominant a foot below) and non-dominant side to target. ● Load the Strike with the stick (or other implement) swinging back on a vertical plane and waist high. ● Step and swing by stepping with the opposite foot toward the target and swinging through on the same vertical plane, making contact square with the ball (or other object). 	<p>What are essential cues for using implements when striking an object?</p> <p>What are the crucial elements of striking an object with a pattern?</p> <p>What are some lifetime activities students can learn at an early age and develop throughout their lifetime?</p> <p>What are some strategies of striking games that may compare to those in other games/activities? How about those that are contrasting?</p> <p>How can working with different-sized apparatuses to strike an object help develop good striking skills and a higher level of physical literacy?</p>
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<p>S4.E4.3b- Praises others for their success in movement performance.</p> <p>S5.E1.3- Discusses the relationship between physical activity and good health.</p> <p>S5.E2.3- Discusses the challenge that comes from learning a new physical activity</p> <p>S5.E3.3- Reflects on the reasons for enjoying selected physical activities</p> <p>S5.E4.3- Describes the positive social interactions that come when engaged with others in physical activity.</p>	<ul style="list-style-type: none"> ● Follow through with waist-high and pointing at the target. 	
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify what sports use implements.</p> <p>Strike an object with short-handled implements forward over the net.</p> <p>Strike a ball with a long-handled implement, demonstrating proper grip.</p> <p>Demonstrate striking an object using the five critical elements.</p> <p>Strike a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward while using proper grip for the implement.</p> <p>Suggested activities:</p> <p>Stations, tennis lead-up activities, balloon activities, badminton lead-up activities, pickleball lead-up activities, baseball/softball lead-up activities, hockey lead-up activities, mini golf</p>		
Unit Duration:		
Four weeks		

Fourth-Grade Physical Education *Course Overview*

Grade level(s): Fourth Grade

Course Rationale

The elementary school's physical education program in the St. Charles School District aims to offer students a range of activities to enhance their skills. These activities include various movements, lifelong sports, individual and adapted team sports, and physical fitness exercises. The goal is to introduce students to different activities, promote fitness, and instill a habit of physical activity not only in class but as a fundamental aspect of a healthy lifestyle. The structured PreK-12 curriculum also enables the elementary school to facilitate a smooth transition to higher grade levels.

Course Description

The SCSD elementary Physical Education program consists of a wide variety of activities including, movement, skill development, individual and modified team sports, social and emotional guidance, and physical fitness. Emphasis is placed on promoting active participation, cooperation, and sportsmanship within a supportive and inclusive environment. The sequential nature of the PreK-12 curriculum allows the elementary school to foster a unique transition to future grade levels. By nurturing a positive attitude towards physical activity and providing opportunities for exploration and growth, this program aims to empower students to lead lifelong active lifestyles.

Big Ideas

Safety, Equipment Use, Physical Activity, Good Health, Locomotor Skills, Balance, Non-Locomotor Skills, Underhand Throw, Overhand Throw, Catch, Opposition, Foot Dribbling, Ball Control, Receiving, Trapping, Passing, Rope Turning, Ankle and Knee Flexion, Shock Absorption, Steady, Rhythm, Proper Grip, Jump, Rhythm, Tempo, Beat, Weight Transfer, Pattern, Positive Social Interactions, Friendly Competition, Lifetime Physical Activities for Enjoyment, Volley, Controlled Hit, Dribbling (dominant and non dominant hands), Ball Control, Passing and Shooting, Hand Eye Coordination, Short Handled Implements/ Long Handled Implements, Hit using Force and Accuracy

Priority Missouri Learning Standards

S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.
 S1.E1.1 Hops, gallops, jogs, and slides using a mature pattern.
 S1.E13.1 Throws underhand, demonstrating 2 of the 5 critical elements of a mature pattern.
 S1.E18.1 Taps or dribbles a ball using the inside of the foot while walking in general space.
 S1.E27.1a Jumps forward or backward consecutively using a self-turned rope.
 S5.E3.1a Describes positive feelings that result from participating in physical activities.
 S1.E22.1 Volleys an object with an open palm, sending it upward.
 S1.E17.1 Dribbles continuously in self-space using the preferred hand.
 S1.E24.1 Strikes a ball with a short-handed implement, sending it upward.

Unit 1: Safety, Mindfulness, and Physical Activity Expectations
Desired Results

Standards	Big Ideas	
Priority: S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.	Safety Equipment Use Physical Activity Good Health	
Supporting: S1.E7.1 Maintains stillness on different bases of support with different body shapes. S1.E10.1 Demonstrates twisting, curling, bending & stretching actions. S2.E2.1a Travels demonstrating low, middle and high levels.	Enduring Understandings <i>Students will understand that...</i> Physical Activity is when you move your body. Using equipment correctly keeps everyone safe. Using equipment correctly keeps it in good condition. A healthy body leads to a better quality of life, and	Essential Questions <i>Students will consider...</i> What is Physical Activity? Why are rules and expectations important? Why is it important to use equipment correctly? What does it look like to participate safely? Why is good health essential?

<p>S2. E2. 1b Travels demonstrating a variety of relationships with objects (e.g., over, under, around, through).</p> <p>S2.E3.1a Differentiates between fast and slow speeds.</p> <p>S2.E3.1b Differentiates between strong and light force.</p> <p>S3.E1 Discusses the benefits of being active and exercising and/or playing.</p> <p>S3.E3. Identifies the heart as a muscle that grows stronger with exercise, play and physical activity.</p> <p>S3.E6.1 Differentiates between healthy and unhealthy foods.</p> <p>S.4.E1.1 Accepts personal responsibility by using equipment and space appropriately.</p> <p>S.4.E2.1 Follows the rules and parameters of the learning environment</p> <p>S.4.E3.1 Responds appropriately to general feedback from the teacher.</p> <p>S4.E4.1 Works independently and respectfully with others in a variety of class environments(e.g., small and large groups).</p> <p>S4.E5.1 Exhibits the Established protocols for class activities</p> <p>S5.E1 Identifies physical activity as a component of good health.</p> <p>S5.E2 Recognizes that challenges in physical activities can lead to success.</p> <p>S5.E3.1a Describes positive feelings that result from participating in physical activity.</p>	<p>Physical activity improves overall health.</p>	<p>How does participating in physical activity help you stay healthy?</p> <p>Why is it important to be personally and socially responsible?</p>
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<p>S5.E3.1b Discusses personal reasons (i.e., the "why") for enjoying physical activities.</p> <p>FS.1.B.1 Identify a muscle in each region of the body (e.g., arms, torso, legs)</p> <p>FS.1.C.1 Identify a bone in each region of the body (i.e., head, arms, torso, and legs)</p> <p>FS.1.E.1 Predict what happens to your heart rate during physical activity</p> <p>FS.2.B.1 Recognize how each person has a unique contribution (e.g., physical, mental, cultural, ethnicity) to their community (e.g., classroom, school, neighborhood)</p> <p>FS.2.C.1 Identify a variety of feelings and situations that may require adult assistance</p> <p>ME.1.A.1 Show the cause and effect of healthy behaviors (e.g., physical activity, sleep, good nutrition, clothing, hygiene)</p>		
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Learning Objectives

Students will...

Identify and define key terms- physical activity, personal space, general space, health, health-related components of fitness, heart rate, warm-up, cool-down.

Understand the five health-related components of fitness (muscular strength, muscular endurance, cardiorespiratory endurance, flexibility, and body composition).

Identify a variety of physical activity opportunities.

Provide examples of each health-related component of fitness.

Recognize the correlation between physical activity and a healthy lifestyle.

Demonstrate correct use of equipment.

Travel safely through general space.

Actively engages in teacher-directed tasks with moderate to vigorous physical activity.

Demonstrate an understanding of playing fair.

Suggested Activities:

Low-organized games/tasks, chasing and fleeing, locomotor movements, non-locomotor movements, mindful stretching, relay races, instant activities, skill stations, obstacle course, parachute

Unit Duration:

Four Weeks, on-going

Unit 2: Locomotor and Non-Locomotor Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E1.4 Uses various locomotor skills in a variety of small-sided practice tasks, dance and educational gymnastic experiences.</p> <p>Supporting: S1.E2.4 Runs for distance using a mature pattern. S1.E3.4 Uses spring-and-step take-offs and landings specific to gymnastics. S1.E5.4 Combines locomotor movement patterns and dance steps to create and perform an original dance. S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in</p>	<p>Locomotor Skills Balance Non-Locomotor Skills</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Locomotor movements move the body from one location to another and in different planes. Mastering locomotor skills requires control over body movements and coordination of different body parts. Spatial awareness is essential when executing locomotor skills using different directions, distances, and pathways.</p>	<p><i>Students will consider...</i> What are the eight locomotor skills? How do different locomotor skills contribute to overall physical fitness? How can we apply locomotor skills in various sports and recreational activities? How can we use non-locomotor skills, such as relaxation and stress relief, to enhance our physical and emotional well-being?</p>

<p>teacher-and/or student-designed small-sided practice tasks.</p> <p>S1.E7.4 Balances on different bases of support on apparatus, demonstrating levels and shapes.</p> <p>S1.E8.4 Transfers weight from feet to hands, varying speed and using large extensions (e.g, mule kick, handstand, cartwheel)</p> <p>S1.E10.4 Moves into and out of balances on apparatus with twisting and stretching actions.</p> <p>S1.E11.4 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner.</p> <p>S1.E12.4 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus.</p> <p>S2.E1.4a Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for various locomotor movements (e.g. Running).</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p>	<p>Balance and stability allow us to maintain control and prevent falls while performing locomotor skills and being still.</p> <p>Developing proficiency in locomotor skills lays the foundation for engaging in lifelong physical activity and maintaining a healthy lifestyle.</p> <p>Non-locomotor skills complement and enhance locomotor skills.</p> <p>We can integrate locomotor and non-locomotor skills seamlessly into movement sequences and choreography.</p>	
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<p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- walk, run, jump, hop, skip, gallop, leap, slide, balance, opposition, spatial awareness, speed.</p> <p>Distinguish between locomotor and non-locomotor skills.</p> <p>List the eight locomotor skills.</p> <p>Use locomotor skills in small-sided practice tasks, dance, and educational gymnastic experiences.</p> <p>Demonstrate locomotor patterns in various pathways and levels.</p> <p>Perform locomotor skills in low-organized games and activities.</p> <p>Maintain momentary stillness on different support bases.</p>		

Explain the importance of spatial awareness when executing locomotor skills using different directions, distances, and pathways.

Suggested Activities:

Tag, invasion games, low-organized games, scooters, parachute, rock wall, tumbling, stations, relays, virtual activities, gymnastics activities, cooperative team games, lead-up games

Unit Duration:

Four Weeks

Unit 3: Throwing and Catching
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance.</p> <p>Supporting: S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks. S1.E13.5a Throws underhand using mature patterns in non-dynamic environments (closed skills), with different sizes and types of objects. S1.E14.4a Throws overhand using a mature pattern in non-dynamic environments (closed skills).</p>	<p>Underhand Throw Overhand Throw Catch, Opposition</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Propelling an object from a hand after swinging it backward, below shoulder level, and releasing it through the air to a target is how to throw underhand. Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it to a target is how to throw underhand.</p>	<p><i>Students will consider...</i> What is an underhand throw? What is an overhand throw? Why do I need to take a step when I throw? What does it mean to throw with opposition? How does practicing throwing with different objects help us develop versatility in our throwing skills?</p>

<p>S1.E15.4 Throws to a moving partner to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills).</p> <p>S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (closed skills).</p> <p>S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target).</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p>	<p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Throwing and catching are often cooperative skills, requiring teamwork with partners or teammates to achieve common goals in activities and sports.</p> <p>Throwing and catching skills are essential for sports and recreational activities and games, promoting lifelong participation in physical fitness and leisure pursuits.</p>	<p>How does hand-eye coordination help us make successful catches?</p> <p>What safety guidelines should we always follow to avoid getting hurt while catching objects?</p>
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<p>S4.E5.4 Exhibits etiquette and adherence to rules in a variety of physical activities.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Define opposition in regards to throwing overhand and underhand.</p> <p>Understand the basic mechanics of throwing, including how to grip, aim, and release an object.</p> <p>Practice throwing with different objects will help further develop their overall throwing ability.</p> <p>Demonstrate how to throw to a partner or target accurately and at a reasonable distance.</p> <p>Track a ball that was thrown and make a successful catch.</p> <p>Suggested Activities: Gator ball, football, frisbee, wiffle ball</p>		
Unit Duration:		
<p>Four Weeks</p>		

Unit 4: Basketball Skills

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E17.4a Dribbles in self-space with both the preferred and the nonpreferred hands using a mature pattern.</p> <p>Supporting: S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks. S1.E14.4a Throws overhand using a mature pattern in non-dynamic environments (closed skills). S1.E14.4b Throws overhand to a partner or at a target with accuracy at a reasonable distance. S1.E15.4 Throws to a moving partner to a moving partner with reasonable accuracy in a non-dynamic environment (closed skills). S1.E16.4 Catches a thrown ball above the head, at chest or waist level, and below the waist using a mature pattern in a non-dynamic environment. (closed skills). S1.E17.4b Dribbles in general space with control of ball and body while increasing and decreasing speed.</p>	<p>Dribbling (dominant and non-dominant hands) Ball Control Passing Shooting</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> The fundamental skills of basketball include dribbling, passing, and shooting, which form the foundation of their skills in the sport. Physical fitness and conditioning play a role in basketball; strength, agility, and endurance are essential on the court. Sportsmanship and respect in basketball include demonstrating fair play, integrity, and respect for opponents, teammates, coaches, and officials. Basketball is a lifelong recreational activity that provides physical health, social interaction, and personal enjoyment benefits.</p>	<p><i>Students will consider...</i> What are the fundamental skills needed to play basketball? What role does teamwork play in basketball, and how can we effectively communicate and collaborate with our teammates? How do physical fitness and conditioning affect our performance in basketball?</p>

<p>S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S2.E1.4a Safely applies the concept of general space to combination skills involving non-dominant, dribbling and traveling).</p> <p>S2.E1.4c Dribbles in general space with changes in direction and speed.</p> <p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for various locomotor movements (e.g. Running).</p> <p>S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target).</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p>		
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<p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- dribbling, ball control, passing, and shooting.</p> <p>Demonstrate using a mature pattern to dribble in self-space with dominant and non-dominant hands.</p> <p>Dribble in general space with control of the ball and body while increasing and decreasing speed.</p> <p>Suggested Activities:</p> <p>Partner passing, self-space dribbling, general-space dribbling, stations, low-organized games, relays, obstacle course, basketball lead-up activities, skill drills</p>		
Unit Duration:		
Four Weeks		

Unit 5: Rhythms

Desired Results

Standards	Big Ideas	
<p>Priority: S1.E27.4 Creates a jump-rope routine with either a short or long rope.</p> <p>Supporting: S1.E11 Combines locomotor skills and movement concepts (levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. S1.E11 Combines traveling with balance and weight transfers to create a gymnastics sequence with and without equipment or apparatus. S2.E2.4 Combines movement concepts with skills in small-sided practice tasks, gymnastics and dance environments. S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws). S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class. S3.E3.4 Identifies the components of health-related fitness and recognizes activities that contribute to the development of each component. S3.E4.4 Demonstrates warm-up & cool-down relative to the cardio-respiratory fitness assessment.</p>	<p><i>Rope Turning,</i> <i>Ankle and Knee flexion</i> <i>Shock Absorption</i> <i>Steady Rhythm</i> <i>Proper Grip</i> <i>Jump</i> <i>Rhythm</i> <i>Tempo</i> <i>Beat</i> <i>Weight Transfer</i> <i>Pattern</i></p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Executing rhythmic movements effectively involves coordinating different body parts and timing actions to match a beat or tempo. Rhythm is essential to various physical activities, including dance, sports, and games. Participating in rhythmic activities contributes to overall physical fitness and well-being.</p>	<p><i>Students will consider...</i> How does rhythm coordinate our movements and timing in sports and games? How does collaborating in rhythmic activities improve our teamwork and communication skills? What are the physical and mental benefits of engaging in rhythmic exercises and activities?</p>

<p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
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Learning Objectives

Students will...

Use different types of jump rope skills, dance skills, and rhythmic activities.

Demonstrate how to turn a long rope so that someone can jump in the middle.

Create a jump-rope routine with either a short or long rope.
 Combine locomotor skills and movement concepts to create and perform a dance with a partner.

Suggested Activities:

Jump rope, dance, hula hoops, cardio drumming

Unit Duration:

Four Weeks

Unit 6: Lifetime Recreational Activities

Desired Results

Standards	Big Ideas	
Priority: S5.E3.4 Ranks the enjoyment of participating in different physical activities.	Positive Social Interactions Friendly Competition Lifetime Physical Activities for Enjoyment	
Supporting: S1.E13.5a Throws underhand using mature pattern in non-dynamic environments (closed skills), with different sizes and types of objects. S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target.	Enduring Understandings <i>Students will understand that...</i> Engaging in recreational activities can be fun while contributing to our overall health and well-being. Through practice and perseverance, we can develop and improve our skills in various	Essential Questions <i>Students will consider...</i> Why is it important to participate in recreational activities throughout our lives? What skills can we develop through participating in recreational activities? What role does teamwork play in recreational activities?

<p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p><i>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</i></p>	<p>recreational activities, allowing us to enjoy them more fully.</p> <p>Participating in recreational activities provides opportunities for social interaction, teamwork, and cooperation, helping us build relationships and communication skills.</p> <p>Engaging in recreational activities offers opportunities for continuous learning, growth, and personal development, fostering a lifelong love for physical activity and exploration.</p>	<p>How do recreational activities contribute to our overall health and well-being?</p>
<p>Learning Objectives</p>		

Students will...

Use different lifetime recreational activities.

Explain the importance of participating in recreational activities.

Name skills that transfer from physical education class to recreational activities.

List ways that recreational activities improve their overall health and well-being.

Suggested Activities:

Bowling, backyard games, shuffleboard

Unit Duration:

Four Weeks

Unit 7: Striking With Hand

Desired Results

Standards	Big Ideas	
Priority: S1.E22.4 Strikes/volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball). Supporting: S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks.	Volley Controlled Hit	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Hand-striking techniques can include palm strikes, two-hand passes, and soft strikes. There is an effective strategy and timing for using hand-striking techniques.	<i>Students will consider...</i> What are the key components of a successful hand strike, and how can we improve our technique?

<p>S1.E22.4 Strikes/volleys underhand using a mature pattern, in a dynamic environment (e.g., 2 square, 4 square, handball).</p> <p>S1.E23.4 Strikes/volleys a ball with a 2-hand overhead pattern, sending it upward, demonstrating 4 of the 5 critical elements of a mature pattern.</p> <p>S2.E1.4a Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for various locomotor movements (e.g. Running).</p> <p>S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target.</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p>	<p>Hand-striking skills can be applied in various sports and games, such as volleyball, handball, and martial arts, enhancing their overall athleticism and performance.</p> <p>Hand-striking is a fundamental skill that can be enjoyed and used throughout our lives in recreational activities, sports, and self-defense situations.</p>	<p>How do hand striking skills transfer to other sports and activities, and how can we apply them effectively?</p> <p>How do hand-striking skills contribute to physical fitness and athletic ability?</p> <p>Why are striking skills important for lifelong participation in physical activities?</p>
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<p>S4.E4.4a Praises the movvariousmance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
Learning Objectives		
<p><i>Students will...</i></p> <p>Understand how different amounts of force will affect the ball differently.</p> <p>Use appropriate body position and force to direct an object toward a specified position.</p> <p>Strike/volley underhand using a mature pattern in a dynamic environment.</p> <p>Suggested activities: Volleyball, four-square, two-square</p>		
Unit Duration:		
Four Weeks		

Unit 8: Foot Handling
Desired Results

Standards	Big Ideas	
<p>Priority: S1.E19.4b Passes and receives a ball with the outsides and insides of the feet to a stationary partner, "giving" on reception before returning the pass.</p> <p>Supporting: S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks. S1.E18.4 Dribbles with the feet in general space with control of ball and body while increasing and decreasing speed. S1.E20.4 Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). S1.E21.4 Kicks a ground ball, a lofted ball, and punts using mature patterns. S2.E1.4a Safely applies the concept of general space to combination skills involving traveling (e.g., dribbling and traveling). S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for various locomotor movements (e.g. Running).</p>	<p>Foot Dribbling Ball Control Receiving Trapping Passing</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Mastering foot-handling skills requires practice and perseverance. Practicing foot-handling skills, such as dribbling and trapping, helps them gain control over the ball using their feet. Sportsmanship and teamwork are crucial in foot-handling activities. Foot-handling skills can be applied in soccer, basketball, and even individual challenges like agility courses.</p>	<p><i>Students will consider...</i> How do we use our feet to control the ball during foot handling? What role does practicing have in foot handling? How will using teamwork and sportsmanship when using foot handling affect the gameplay? What benefit will having good foot-handling skills have in your overall fitness?</p>

<p>S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target).</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p> <p>S4.E3.4 Listens respectfully to corrective feedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p>		
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S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.		
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify and define key terms- foot dribbling, passing, trapping, receiving, teamwork, and sportsmanship. Demonstrate how to pass and receive a ball with the inside and outside of their feet with a partner. Demonstrate how to dribble the ball in general space with control while increasing speed.</p> <p>Suggested Activities: Independent dribbling, partner passing, low-organized games, skill stations, kickball</p>		
Unit Duration:		
Four Weeks		

Unit 9: Striking With Implements		
<i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E25.4 Strikes an object with a long-handled implement (e.g., hockey stick, golf club, bat, tennis racket, badminton racket), while demonstrating 3 of the 5 critical elements of a mature pattern for the implement (grip, stance, body orientation, swing plane and follow-through).	Hand-Eye Coordination Short-Handled Implements Long-Handled Implements Force Accuracy	
	Enduring Understandings	Essential Questions

<p>Supporting:</p> <p>S1.E6.4 Combines traveling with manipulative skills of dribbling, throwing, catching and striking in teacher-and/or student-designed small-sided practice tasks.</p> <p>S1.E24.4a Strikes an object with a short-handled implement while demonstrating a mature pattern.</p> <p>S1.E24.4b Strikes an object with a short handled implement, alternating hits with a partner over a low net or against a wall.</p> <p>S2.E3.4b Applies the concepts of direction and force in various activities (e.g. when striking an object with a short-handled implement, sending it toward a designated target).</p> <p>S2.E3.4a Applies the movement concepts of speed, endurance, and pacing for various locomotor movements (e.g. Running).</p> <p>S2.E5.4c Recognizes the types of skills needed for different games and sports situations (e.g. Kicks, throws).</p> <p>S3.E1.4 Analyzes opportunities for participating in physical activity outside of physical education class.</p> <p>S3.E5.4b Identifies areas of needed remediation from personal test and, with teacher assistance, identifies strategies for progress in those areas.</p> <p>S4.E1.4 Exhibits responsible behavior in independent group situations.</p> <p>S4.E2.4 Reflects on personal social behavior in physical activity.</p>	<p><i>Students will understand that...</i></p> <p>Proper technique and form are essential when striking with implements.</p> <p>Hand-eye coordination allows us to track the implement and target movement simultaneously.</p> <p>Safety and control are crucial when striking.</p> <p>Handling implements responsibly will enable us to minimize the risk of injury to ourselves and others.</p> <p>Striking with implements applies to various sports and games, such as baseball, tennis, golf, and hockey, enhancing their overall athleticism and game performance.</p> <p>Striking with implements is a fundamental skill that can be enjoyed and utilized throughout our lives in recreational activities and sports.</p>	<p><i>Students will consider...</i></p> <p>What are the key components of a successful strike with an implementation?</p> <p>What safety guidelines should we follow when using implements to strike objects or targets?</p> <p>How do striking skills with implements transfer to other sports and activities, and how can we apply them effectively?</p> <p>How do striking skills with implements contribute to our overall physical fitness and athletic ability, and why are they essential for lifelong participation in physical activities?</p>
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<p>S4.E3.4 Listens respectfully to corcrucialeedback from others (e.g., peers, adults).</p> <p>S4.E4.4a Praises the movement performance of others both more- and less-skilled.</p> <p>S4.E4.4b Accepts players of all skill levels into the physical activity.</p> <p>S4.E6.4 Works safely with peers and equipment in physical activity settings.</p> <p>S5.E1.4 Examines the health benefits of participating in physical activity.</p> <p>S5.E2.5 Rates the enjoyment of participating in challenging and mastered physical activities.</p> <p>S5.E3.4 Ranks the enjoyment of participating in different physical activities.</p> <p>S5.E4.4 Describes & compares the positive social interactions when engaged in partner, small-group and large-group physical activities.</p>		
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Learning Objectives

Students will...

Identify a mature pattern's five critical elements: grip, stance, body orientation, swing plane, and follow-through.

Demonstrate how to strike an object with a long-handled implement while demonstrating three of the five critical elements of a mature pattern for the implement.

Demonstrate how to strike an object with a short-handled implement while showing a mature pattern.

Demonstrate how to strike an object with a short-handled implement, alternating hits with a partner over a low net or against a wall.

Suggested activities:
Stations, tennis lead-up activities, balloon activities, badminton lead-up activities, pickleball lead-up activities, baseball/softball lead-up activities, hockey lead-up activities, mini golf

Unit Duration:

Four weeks

K-4 Proficiency Scales**Course: Physical Education (K-4)****Unit Title: Safety, Mindfulness and Physical Activity Expectations****Priority Standards:****Follows directions for appropriate participation***Kindergarten S4.E6.K Follows teacher directions for safe participation and proper use of equipment with minimal reminders.**First Grade S4.E6.1 Follows teacher directions for safe participation and proper use of equipment without teacher reminders.**Second Grade S4.E6.2a Works independently and safely in physical education**Third Grade S4.E6.3 Works independently and safely in physical activity settings**Fourth Grade S4.E6.4 Works safely with peers and equipment in physical activity settings.***Score 4.0 Knowledge and inferences or applications beyond what was taught.****Score 3.0 The student will know/do:**

- Follows teacher directions with minimal reminders.

*The student exhibits no major errors or omissions.***Score 2.0 The student will know/do:**

- Follows teacher directions with occasional reminders.

*The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.***Score 1.0 The student will know/do:**

- Follows teacher directions with frequent reminders.

*The student partially understands some of the simpler details and processes.***Score 0.0 Even with help, no understanding or skill demonstrated.**

Course: Physical Education (K-4)	
Priority Standards:	
Movement	
<u>Kindergarten</u>	
S1.E1.K, S1.E13.K, S1.E17.K, S1.E27.Ka, S5.E3.Ka, S1.E22.K, S1.E18.K, S1.E24.K	
<u>First Grade</u>	
S1.E1.1, S1.E13.1, S1.E17.1, S1.E27.1a, S5.E3.1a, S1.E22.1, S1.E18.1, S1.E24.1	
<u>Second Grade</u>	
S1.E1.2, S1.E14.2, S1.E17.2b, S1.E27.2a, S5.E3.2, S1.E22.2, S1.E18.2, S1.E25.2	
<u>Third Grade</u>	
S1.E1.3, S1.E13.3, S1.E17.3, S1.E27.3, S5.E3.3, S1.E22.3, S1.E19.3, S1.E25.3	
<u>Fourth Grade</u>	
S1.E1.4, S1.E6.4, S1.E17.4a, S1.E27.4, S5.E3.4, S1.E22.4, S1.E19.4b, S1.E25.4	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none"> • Proficient on grade-level expectations <i>The student exhibits no major errors or omissions.</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none"> • Partial command of the grade-level expectations <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	The student will know/do: <ul style="list-style-type: none"> • Minimal command of grade-level expectations <i>The student partially understands some of the simpler details and processes.</i>
Score 0.0	Even with help, no understanding or skill demonstrated.

Fifth Grade Physical Education *Course Overview*

Grade level(s): Fifth Grade

Course Rationale

The main components of 5th and 6th grade Physical Education are to create a safe learning environment for all students. We aim to instill good sportsmanship and emphasize behavior that encourages all students and inspires them to find enjoyment in lifetime fitness.

Course Description

The Physical Education Intermediate program includes various team sports, individual sports, and fitness-related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions about their health.

Big Ideas

Dribbling, Passing, Shooting, Goalie Skills, Soccer Rules, Offense, Defense, Evading, Throwing, Catching, Field Rules, Batting, Base Running, Rules of play, Setting, Spiking, Serving, Serve Receive, Shooting, Goalie Skills, Striking Techniques, Aerobic Activity, Fitnessgram Standards, Sportsmanship, Cultural Education, Proper Technique, Movement, Scoring, Short Ropes, Long Ropes

Priority Missouri Learning Standards

S1.E1.5c Combines traveling with manipulative skills for execution to a target (e.g., scoring in soccer, hockey, and basketball).
 S1.E18.5 Combines foot dribbling with other skills in 1v1 practice tasks.
 S2.E3.5a Applies movement concepts to strategy in game situations.
 S1.E15.5aT hrows with accuracy, both partners moving.
 S1.E16.5b Catches with accuracy, both partners moving.
 S2.E5.5c Recognizes and demonstrates strategies and tactics needed for different games and sports situations(e.g. throw, volley, or striking action needed for different games bat's barrelons.
 S1.E25.5b Combines striking with a long implement (e.g., bat, hockey stick) with receiving and traveling skills in a small-sided game.

S1.E24.5 Strikes an object consecutively, with a partner, using a short-handled implement, over a net or against a wall, in either a competitive or cooperative game environment.

S3.E5.5a Analyzes results of fitness assessment (FITNESSGRAM pre- & post-), comparing results to fitness components for good health.

S3.E5.5b Set goals to address ways to use physical activity to overcome barriers and enhance fitness.

S1.E11.5 Combines locomotor skills and movement concepts(levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group.

S1.E16.5b Catches with accuracy, both partners moving.

S1.E27.5 Creates a jump-rope routine with a partner, using either a short or long rope.

Health Priority Missouri Learning Standards

Adolescent Development Health Missouri Learning Standards are listed below. Families are provided an [opt-out](#) form by their student’s school.

FS.1.K.5 Research and analyze the physical, emotional, social, and intellectual changes occurring during puberty.

HE.1.C.5 Recognize the rapid changes in adolescent development (e.g., social, emotional, physical, intellectual growth).

Unit 1: Soccer
Desired Results

Standards	Big Ideas
Priority: S1.E1.5c S1.E18.5 S2.E3.5a Supporting: S1.E1.5b	Dribbling Passing Shooting Goalie skills Soccer rules Offense Defense

<p>S1.E20.5 S2.E3.5c S1.E21.5</p>	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>Students will understand that...</i> Dribbling with the inside of your foot gives better ball control when traveling down the field. Dribbling with the inside of your foot allows passing the ball to be on the ground and in control. Shooting with the top of your foot allows better ball control toward the target. Playing defense means allowing space between you and the opponent and creating space. Offensive play is moving to open space to get open for your team to pass the ball. Basic rules of soccer include throwing the ball in with two hands overhead and feet on the ground, starting the ball in the middle of the field at the beginning of the game and after each goal, knowing the difference between corner kick and goal kick, and basic goalie position.</p>	<p><i>Students will consider...</i> What part of your foot should you use to dribble and shoot the ball, and why? What is the difference between playing offense versus defense? What are the basic rules for playing soccer?</p>
<p>Learning Objectives</p>		
<p><i>Students will...</i> Understand and demonstrate which part of their foot to pass, shoot the ball, and dribble. Identify what part of their foot is needed to accomplish each task. Demonstrate dribbling with the inside of their foot while traveling toward the soccer goal. Demonstrate using the top of their foot to shoot at a target. Demonstrate positions on offense versus defense.</p>		
<p>Unit Duration:</p>		

Ten classes

Unit 2: Football <i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E15.5a S1.E16.5b Supporting: S1.E15.5b S1.E13.5a S1.E13.5b S1.E16.5c S1.E21.5	Evading Throwing Catching Field rules Offense Defense	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> An effect throw involves propelling an object from a hand after bringing it backward, about the shoulder, and releasing it through the air to a target. Stepping toward my target helps improve trajectory, aim, and accuracy. Opposition occurs when the thrower steps forward with the foot opposite the throwing hand. Playing defense means allowing space between you and the opponent and creating space.	<i>Students will consider...</i> Why do I need to take a step when I throw? What does it mean to throw with opposition? What is the difference between offense and defense? What are the basic football rules?

	<p>Offensive play is moving to open space for your team to pass the ball.</p> <p>The basic rules of football are starting at the scrimmage line; each time there is a down, there are four chances to score.</p> <p>The objective of the game is to get the football into the endzone.</p> <p>Touchdowns are worth six points, a field goal is three, and an extra point is 1.</p>	
Learning Objectives		
<p><i>Students will...</i></p> <p>Describe the basic mechanics of throwing, including how to grip, aim, and release the ball.</p> <p>Demonstrate throwing to a partner or target with reasonable accuracy at a reasonable distance.</p> <p>Identify what opposition and follow-through mean when throwing.</p>		
Unit Duration:		
Ten classes		

Unit 3: Softball
Desired Results

Standards	Big Ideas
Priority: S1.E15.5a S1.E16.5b	Throwing Catching skills Batting

Supporting: S1.E16.5a S1.E15.5b S1.E13.5a S1.E13.5b S1.E16.5c S1.E25.5a	Base running Rules of play	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it through the air to a target is how to throw it overhand.</p> <p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Your glove needs to be on your non-dominant hand.</p> <p>You should hold a bat with both hands, the dominant hand on top of the non-dominant hand.</p> <p>When standing at the plate, the bat's barrel should be over the home plate to show that you are at a good distance.</p> <p>Starting at home plate, students will run from home plate to 1st, 2nd, and 3rd and back to home plate.</p> <p>The basic rules of softball include three strikes, four foul balls, and beating the outfielders to the bag to be safe.</p>	<p><i>Students will consider...</i></p> <p>What is an overhand throw?</p> <p>Why do I need to take a step when I throw?</p> <p>What does it mean to throw with opposition?</p> <p>What hand does your glove need to be in?</p> <p>How do you hold a bat correctly and know if you are a good distance from home plate?</p> <p>What is the correct order of base running?</p> <p>What are the basic softball rules?</p>
Learning Objectives		

Students will...

Demonstrate the basic mechanics of throwing, including how to grip, aim, and release an object.

Demonstrate throwing to a partner or target with reasonable accuracy at a reasonable distance.

Identify what opposition means when throwing.

Demonstrate how to hold a bat correctly while standing at home plate.

Swing the bat when a pitch is thrown.

Demonstrate correctly running the bases in the right direction and with the right timing.

Demonstrate basic softball rules.

Unit Duration:

Ten classes

Unit 4: Volleyball

Desired Results

Standards	Big Ideas	
Priority: S2.E5.5c Supporting: S1.E23.5 S2.E3.5a S2.E3.5c S1.E1.5b S1.E1.5c	Passing Setting Spiking Serving Serve receive Rules of play	
	Enduring Understandings	Essential Questions

Students will understand that...
 An underhand serve is demonstrated by holding the ball in your non-dominant hand and at waist level while having your dominant hand in a fist. You will step with your opposite foot while contacting the ball and following through. Volleyball is played with a team of six and rotates clockwise each time the opposing team wins the ball back.
 A volleyball pass is demonstrated when hands are connected, the ball contacts forearms, knees are bent, and the ball moves toward the target.
 A set is demonstrated when hands are above the head, using finger pads, and the ball is pushed upward.
 A spike/hit occurs when a player jumps off both feet and contacts the ball downward toward the floor.

Students will consider...
 What is an underhand serve?
 Which direction do you rotate during gameplay?
 What is the difference between a pass, set, and spike?

Learning Objectives

Students will...
 Demonstrate serving underhand, pass using proper form with the correct part of their arm, and how to rotate correctly.
 Identify how to serve underhand, pass the ball to a target, and over the net.
 Apply basic volleyball rules.
 Demonstrate proper technique to perform an underhand serve.
 Demonstrate a pass using their forearms.

Unit Duration:

Fifteen classes

Unit 5: Hockey
Desired Results

Standards	Big Ideas	
Priority: S1.E24.5 Supporting: S1.E1.5b S2.E1.5 S2.E3.5a S2.E3.5b S2.E5.5a S2.E5.5b S2.E5.5c	Shooting Passing Goalie skills Offense Defense Rules of play	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Safety procedures include keeping the stick at or below the knee, being spatially aware of surroundings, and not bringing follow-through past the waist. Transitioning from offense to defense happens when there is a change of possession. When you hold a hockey stick, your dominant hand should be lower on the stick than your non-dominant hand to gain better control.	<i>Students will consider...</i> What are the safety procedures during hockey? When do we transition from offense to defense? What is the proper way to hold a hockey stick?
Learning Objectives		

Demonstrate maneuvering a hockey stick below the knees with the dominant hand on the middle of the stick for control while dribbling.
 Practice shooting the puck into the goal.
 Demonstrate transiting from offense to defense.

Unit Duration:

Ten classes

Unit 6: Badminton and Pickleball
Desired Results

Standards	Big Ideas	
<p><i>Priority:</i> S1.E1.5c</p> <p><i>Supporting:</i> S1.E17.5 S1.E20.5 S2.E3.5a S2.E3.5c S2.E5.5a S2.E5.5c</p>	<p>Serving Striking Techniques Rules of play</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> In pickleball, the paddle is held below waist level by the dominant hand with the face of the paddle down when serving. You can bounce or hit the ball out of the air and over the net. Players must serve the ball past the "kitchen" line. Correct serve is when a player hits the shuttlecock with their racket over the net to the</p>	<p><i>Students will consider...</i> What is the proper way to serve in pickleball? What is the proper way to serve in badminton? How do you hold the paddle or racket to hit the birdie/ball? What are the basic rules of badminton? What are the basic rules of pickleball?</p>

	<p>opponent's side without the shuttle getting stuck in the net or exceeding the boundaries of the badminton court.</p> <p>You will grasp with a "handshake grip" to hold the paddle or racket properly.</p> <p>The rally score must serve behind the no-volley line, and the birdie must only be hit once per side.</p> <p>Non-rally score must serve behind the serving line, and only hit the ball must only be hit once per side.</p>	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to hold racket/paddle below waist to serve.</p> <p>Demonstrate proper serving rules and techniques.</p> <p>Demonstrate how to use forward and backhand methods to receive.</p> <p>Distinguish between appropriate technique when receiving forehand and backhand shots.</p>		
Unit Duration:		
10 classes		

Unit 7: Basketball
Desired Results

Standards	Big Ideas
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<p><i>Priority:</i> S1.E1.5c</p> <p><i>Supporting:</i> S1.E17.5 S1.E20.5 S2.E3.5a S2.E3.5c S2.E5.5a S2.E5.5c</p>	<p>Dribbling Passing Shooting Rules of Play Offense Defense</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Proficient dribbling includes using the finger pads of the hand to dribble, keeping the ball at waist level, and pushing it down to the floor from the side of the body. An effective shot includes balance, eyes, elbow, and follow-through. Students transition from offense to defense when a shot is scored or a change of possession occurs. The difference between a chest pass and a bounce pass is that a bounce pass will hit the floor, and a chest pass will not. Both passes require students to hold the ball starting at chest level with both hands and thumbs pointing down. Both thumbs should be pointed down at the floor after completing the pass.</p>	<p><i>Students will consider...</i> What part of our hand do we use to dribble? Should you dribble in the front or side of your body? What does BEEF stand for? When do we transition from offense to defense? What is the difference between a chest pass and a bounce pass?</p>
Learning Objectives		

Students will...

Demonstrate using fingerpads to dribble the ball, dribble on the side of their body, and perform chest and bounce passes.

Identify what BEEF stands for and what part of their hand they use to dribble and shoot with.

Apply basic rules of basketball.

Demonstrate how to dribble and pass while changing directions and speed.

Unit Duration:

10 classes

Unit 8: Pacer and Fitness Testing

Desired Results

Standards	Big Ideas	
<i>Priority:</i> S3.E5.5a	Aerobic activity Fitnessgram standards Sportsmanship	
<i>Supporting:</i> S1.E2.5 S3.E5.5b	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Setting activity goals improves an aerobic test. Strategies can be used to reinforce positive fitness behaviors.	<i>Students will consider...</i> What goal do you have for the PACER test? What are positive behaviors that can help you reach your goal?
Learning Objectives		

Students will...

Practice Tracking goals for PACER.

Develop behaviors to reach goals and track goal progress.

Practice recording and monitoring physical activity for aerobic exercise.

Unit Duration:

Ongoing

Unit 9: Spin Class
Desired Results

Standards	Big Ideas	
Priority: S3.E5.5b	Aerobic activity Fitnessgram standards Sportsmanship	
Supporting: S4.E6.5 S5.E1.5 S5.E2.5 S5.E3.5 S5.E4.5	Enduring Understandings <i>Students will understand that...</i> Physical activity goals can be developed based on personal ability. Distance, time, speed and heart rate can be effective data for tracking physical activity goals.	Essential Questions <i>Students will consider...</i> How do you create a personal workout plan? How do you calculate resting and maximum heart rate? How do you track progress toward your workout plan?

	We can collect data to track progress toward daily personal physical activity goals.	
Learning Objectives		
<p><i>Students will...</i></p> <p>Develop and track a personal workout plan.</p> <p>Apply and follow a workout plan for a period of time.</p> <p>Demonstrate how to calculate heart rate at rest and during physical activity.</p> <p>Develop and track progress as it relates to physical activity.</p>		
Unit Duration:		
Ongoing		

Unit 10: Dance/Rhythm		
<i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E11.5 Supporting: S1.E5.5 S2.E1.5	Cultural education Proper technique Movement	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Different dance styles include folk, line dance, hip-hop, and contemporary.	<i>Students will consider...</i> What are the different styles of movement in rhythm and dance?

	Dance includes locomotor and non-locomotor movement patterns.	What movements are necessary to perform specific dance styles?
Learning Objectives		
<p><i>Students will...</i> Demonstrate how to count during a dance routine to maintain rhythm, spatial awareness, and tempo. Recognize different dance styles and perform dance routines based on skills taught during class.</p>		
Unit Duration:		
5 Classes		

Unit 11: Handball <i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E16.5b S1.E15.5a S1.E27.5 Supporting: S2.E5.5a	Rules of Play Scoring Catching Throwing Offensive Defense	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> During handball, players pass and receive while running and changing direction.	vWhat is the difference between offense and defense?

	Appropriate technique allows players to shoot on target.	How do you create space between the opposing team?
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify how to create space from the opposing team, pass while in motion, and shoot on target.</p> <p>Demonstrate how to pass and receive with hands while changing directions using different speeds.</p> <p>Demonstrate how to transition from offense to defense when the ball changes teams.</p>		
Unit Duration:		
10 classes		

Unit 12: Jump Rope <i>Desired Results</i>		
Standards	Big Ideas	
Priority: S1.E27.5	Short ropes Long ropes	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Jump roping techniques include basic jumps, criss-cross, windmill, hot pepper, skier jump, bell jump, double unders, half jacks, and rope fold jump.</p>	<p><i>Students will consider...</i></p> <p>What are the different jump techniques? What is a rope routine?</p>

	A rope routine includes a choreographed combination of jumps.	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to use a short and long rope to perform different jump techniques.</p> <p>Apply different jump rope techniques to create an individual and partner jump routine.</p>		
Unit Duration:		
5 classes		

Fifth Grade Proficiency Scales

Course: 5th grade Physical Education		
Priority Standard: S4.E1.5 Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee).		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
SCORE 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Consistently applies KAHFOOTY to ensure the safety of self and others. ● Plan and practice proper footwear. ● Ensures safety procedures for self and others. <p><i>The student exhibits no major errors or omissions</i></p>	<ul style="list-style-type: none"> ● Wears tennis shoes consistently ● Keeps hands and feet to self
SCORE 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Practice KAHFOOTY. ● Practice proper footwear. ● Apply safety procedures. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	<ul style="list-style-type: none"> ● Mostly wears tennis shoes ● Practice KAHFOOTY with some reminders

SCORE 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Tell the meaning of KAHFOOTY. ● Identify the proper footwear/attire. ● Recall safety procedures. <p><i>The student partially understands some of the simpler details and processes.</i></p>	
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Course: 5th grade Physical Education		
<p>Priority Standard: S4.E4.5 Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. Assists others in the performance of tasks.</p>		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Demonstrates respect for others based on their development. ● Uses appropriate language in feedback ● Formulate positive feedback. ● Interpret different stages of development. <p><i>The student exhibits no major errors or omissions</i></p>	<ul style="list-style-type: none"> ● Respects self and others ● Gives positive feedback to peers
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Practices respect for others. ● Practices appropriate language. ● Practice positive feedback. ● Differentiate different stages of development. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	<ul style="list-style-type: none"> ● Respects self and others with minimal reminders ●
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Identifies appropriate language. ● Relate to peers in different stages of development. ● State positive feedback. <p><i>The student partially understands some of the simpler details and processes.</i></p>	

Course: 5th grade Physical Education

Priority Standard: S4.E2.5a Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities.		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	The student will know/do: <ul style="list-style-type: none"> Consistently exhibits safe behaviors Demonstrates respect for facilities <i>The student exhibits no major errors or omissions</i>	<ul style="list-style-type: none"> Teaches other students safe behaviors
Score 2.0	The student will know/do: <ul style="list-style-type: none"> Practice safe behaviors Practice respect for facilities <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>	<ul style="list-style-type: none"> Practices safe behaviors with the help of an adult
Score 1.0	The student will know/do: <ul style="list-style-type: none"> Occasionally exhibits safe behaviors State respect for facilities <i>The student partially understands some of the simpler details and processes.</i>	

Course: 5th grade Physical Education		
Priority Standard: S3.E2.5 Engages in moderate to vigorous physical activity for at least 50% of the physical education class time.		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	The student will know/do: <ul style="list-style-type: none"> Engages in moderate to vigorous physical activity for at least 50% of the physical education class time. 	<ul style="list-style-type: none"> Completes warm-up Completes the activity
Score 2.0	The student will know/do: <ul style="list-style-type: none"> Engages in physical activity for at least 25% of the physical education class time. 	<ul style="list-style-type: none"> Performs warm-up Participates in the activity
Score 1.0	The student will know/do: <ul style="list-style-type: none"> Engages in moderate to vigorous physical activity for less than 25% 	

Sixth Grade Physical Education *Course Overview*

Grade level(s): Sixth Grade

Course Rationale

The main components of 5th and 6th grade Physical Education are to create a safe learning environment for all students. We aim to instill good sportsmanship and emphasize behavior that encourages all students and inspires them to find enjoyment in lifetime fitness.

Course Description

The Physical Education Intermediate program includes various team sports, individual sports, and fitness-related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions about their health.

Big Ideas

Dribbling, Passing, Shooting, Goalie Skill, Soccer Rules, Offense, Defense, Evading, Throwing, Catching, Field Rules, Batting, Base Running, Rules of Play, Setting, Spiking, Serving, Serve Receive, Goalie Skills, Striking Techniques, Aerobic Activity, Fitnessgram Standards, Sportsmanship, Scoring, Cultural Education, Proper Technique, Model Movements, Short Ropes, Long Ropes

Priority Missouri Learning Standards

S1.M9.6 Foot-dribbles or dribbles with an implement with control, changing speed and direction in a variety of practice tasks.
 S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.
 S1.M2.6 Throws with a mature pattern for distance or power appropriate to the practice task (e.g., distance = outfield to home plate; power = 2nd base to 1st base).

S1.M21.6 Catches, with a mature pattern, from different trajectories using a variety of objects in a varying practice tasks.

S1.M12.6 Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball.

S2.M2.6 Executes at least 1 the following offensive tactics to create open space: move to open space without the ball; uses a variety of passes, pivots and fakes; give & go.

S1.M14.6 Demonstrates the mature form of the forehand and backhand strokes with a short-handled implement in net games such as paddle ball, pickleball or short-handled racket tennis.

S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.

S3.M8.6 Sets and monitors a self-selected physical activity goal for aerobic and/ or muscle- and bone-strengthening activity based on current fitness level.

S3.M6.6 Participates 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 per day.

S3.M15.6 Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

S2.M6.6 Transitions from offense to defense or defense to offense by recovering quickly.

S1.M1.6 Demonstrates correct rhythm and pattern for one of the following dance forms: folk, social, creative, line or world dance.

S1.M4.6 Passes and receives with hands in combination with locomotor patterns of running and change of direction & speed with competency in invasion games such as basketball, flag football, speedball or team handball.

S1.E27.5 Creates a jump- rope routine with a partner, using either a short or long rope.

Health Priority Missouri Learning Standards

Adolescent Development Health Missouri Learning Standards are listed below. Families are provided an [opt-out](#) form by their student's school.

FS.1.J.6 Describe how the endocrine system affects all other body systems.

FS.1.K.6 Describe how hormones are responsible for the development of secondary sex characteristics and for the production and release of reproductive cells, allowing the opportunity for fertilization.

HE.1.A.6 Identify body changes during puberty and proper hygiene practices (e.g., acne).

HE.4.A.6 Recognize that life management skills (e.g., stress management, goal setting, decision making, assertive behavior, resisting peer pressure, and conflict resolution) can be applied to personal situations that adolescents encounter.

Unit 1: Soccer
Desired Results

Standards	Big Ideas	
Priority: S1.M9.6 Supporting: S1.M10.6 S2.M2.6	Dribbling Passing Shooting Goalie skill Soccer rules Offense Defense	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Dribbling with the inside of your foot gives better ball control when traveling down the field.</p> <p>Dribbling with the inside of your foot allows passing the ball to be on the ground and in control.</p> <p>Shooting with the top of your foot allows better ball control toward the target.</p> <p>Playing defense means allowing space between you and the opponent and creating space.</p> <p>Offensive play is moving to open space to get open for your team to pass the ball.</p>	<p><i>Students will consider...</i></p> <p>What part of your foot should you use to dribble and shoot the ball, and why?</p> <p>What is the difference between playing offense versus defense?</p> <p>What are the basic rules for playing soccer?</p>

	<p>Basic rules of soccer include throwing the ball in with two hands overhead and feet on the ground, starting the ball in the middle of the field at the beginning of the game and after each goal, knowing the difference between corner kick and goal kick, and basic goalie position.</p>	
Learning Objectives		
<p><i>Students will...</i></p> <p>Understand and demonstrate which part of their foot to pass, shoot the ball, and dribble. Identify what part of their foot is needed to accomplish each task. Demonstrate dribbling with the inside of their foot while traveling toward the soccer goal. Demonstrate using the top of their foot to shoot at a target. Demonstrate positions on offense versus defense.</p>		
Unit Duration:		
10 classes		

Unit 2: Football <i>Desired Results</i>	
Standards	Big Ideas
Priority:	Evading

<p>S1.M4.6</p> <p>Supporting:</p> <p>S1.M3.6</p> <p>S1.M5.6</p> <p>S1.M11.6</p> <p>S1.21.6</p> <p>S2.M2.6</p>	<p>Throwing</p> <p>Catching</p> <p>Field rules</p> <p>Offense</p> <p>Defense</p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>Students will understand that...</i></p> <p>An effect throw involves propelling an object from a hand after bringing it backward, about the shoulder, and releasing it through the air to a target.</p> <p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Playing defense means allowing space between you and the opponent and creating space.</p> <p>Offensive play is moving to open space for your team to pass the ball.</p> <p>The basic rules of football are starting at the scrimmage line; each time there is a down, there are four chances to score.</p> <p>The objective of the game is to get the football into the endzone.</p> <p>Touchdowns are worth six points, a field goal is three, and an extra point is 1.</p>	<p><i>Students will consider...</i></p> <p>Why do I need to take a step when I throw?</p> <p>What does it mean to throw with opposition?</p> <p>What is the difference between offense and defense?</p> <p>What are the basic football rules?</p>
<p>Learning Objectives</p>		

Students will...

Describe the basic mechanics of throwing, including how to grip, aim, and release the ball.

Demonstrate throwing to a partner or target with reasonable accuracy at a reasonable distance.

Identify what opposition and follow-through mean when throwing.

Unit Duration:

10 classes

Unit 3: Softball

Desired Results

Standards	Big Ideas	
Priority: S1.M2.6 S1.M21.6 Supporting: S1.M3.6 S1.M11.6 S1.M20.6	Throwing Catching skills Batting Base running Rules of play	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Propelling an object from a hand after bringing it backward, above the shoulder, and releasing it through the air to a target is how to throw it overhand.	<i>Students will consider...</i> What is an overhand throw? Why do I need to take a step when I throw? What does it mean to throw with opposition? What hand does your glove need to be in?

	<p>Stepping toward my target helps improve trajectory, aim, and accuracy.</p> <p>Opposition occurs when the thrower steps forward with the foot opposite the throwing hand.</p> <p>Your glove needs to be on your non-dominant hand.</p> <p>You should hold a bat with both hands, the dominant hand on top of the non-dominant hand.</p> <p>When standing at the plate, the bat's barrel should be over the home plate to show that you are at a good distance.</p> <p>Starting at home plate, students will run from home plate to 1st, 2nd, and 3rd and back to home plate.</p> <p>The basic rules of softball include three strikes, four foul balls, and beating the outfielders to the bag to be safe.</p>	<p>How do you hold a bat correctly and know if you are a good distance from home plate?</p> <p>What is the correct order of base running?</p> <p>What are the basic softball rules?</p>
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Learning Objectives

Students will...

- Demonstrate the basic mechanics of throwing, including how to grip, aim, and release an object.
- Demonstrate throwing to a partner or target with reasonable accuracy at a reasonable distance.
- Identify what opposition means when throwing.
- Demonstrate how to hold a bat correctly while standing at home plate.
- Swing the bat when a pitch is thrown.
- Demonstrate correctly running the bases in the right direction and with the right timing.
- Demonstrate basic softball rules.

Unit Duration:

10 classes

Unit 4: Volleyball

Desired Results

Standards	Big Ideas	
Priority: S1.M12.6 Supporting: S1.M13.6 S1.M16.6 S1.M17.6	Passing Setting Spiking Serving Serve receive Rules of play	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> An underhand serve is demonstrated by holding the ball in your non-dominant hand and at waist level while having your dominant hand in a fist. You will step with your opposite foot while contacting the ball and following through. Volleyball is played with a team of six and rotates clockwise each time the opposing team wins the ball back.	<i>Students will consider...</i> What is an underhand serve? Which direction do you rotate during gameplay? What is the difference between a pass, set, and spike?

	<p>A volleyball pass is demonstrated when hands are connected, the ball contacts forearms, knees are bent, and the ball moves toward the target.</p> <p>A set is demonstrated when hands are above the head, using finger pads, and the ball is pushed upward.</p> <p>A spike/hit occurs when a player jumps off both feet and contacts the ball downward toward the floor.</p>	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate serving underhand, pass using proper form with the correct part of their arm, and how to rotate correctly.</p> <p>Identify how to serve underhand, pass the ball to a target, and over the net.</p> <p>Apply basic volleyball rules.</p> <p>Demonstrate proper technique to perform an underhand serve.</p> <p>Demonstrate a pass using their forearms.</p>		
Unit Duration:		
15 classes		

Unit 5: Hockey <i>Desired Results</i>	
Standards	Big Ideas

Priority: S2.M2.6	Shooting Passing Goalie skills Offense Defense Rules of play	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Safety procedures include keeping the stick at or below the knee, being spatially aware of surroundings, and not bringing follow-through past the waist. Transitioning from offense to defense happens when there is a change of possession. When you hold a hockey stick, your dominant hand should be lower on the stick than your non-dominant hand to gain better control.	<i>Students will consider...</i> What are the safety procedures during hockey? When do we transition from offense to defense? What is the proper way to hold a hockey stick?
Learning Objectives		
<i>Students will...</i> Demonstrate maneuvering a hockey stick below the knees with the dominant hand on the middle of the stick for control while dribbling. Practice shooting the puck into the goal. Demonstrate transiting from offense to defense.		
Unit Duration:		
10 classes		

Unit 6: Badminton and Pickleball
Desired Results

Standards	Big Ideas	
Priority: S1.M14.6 Supporting: S1.M12.6 S1.M13.6	Serving Striking Techniques Rules of play	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>In pickleball, the paddle is held below waist level by the dominant hand with the face of the paddle down when serving.</p> <p>You can bounce or hit the ball out of the air and over the net.</p> <p>Players must serve the ball past the "kitchen" line.</p> <p>Correct serve is when a player hits the shuttlecock with their racket over the net to the opponent's side without the shuttle getting stuck in the net or exceeding the boundaries of the badminton court.</p> <p>You will grasp with a "handshake grip" to hold the paddle or racket properly.</p>	<p><i>Students will consider...</i></p> <p>What is the proper way to serve in pickleball? What is the proper way to serve in badminton?</p> <p>How do you hold the paddle or racket to hit the birdie/ball?</p> <p>What are the basic rules of badminton?</p> <p>What are the basic rules of pickleball?</p>

	<p>The rally score must serve behind the no-volley line, and the birdie must only be hit once per side.</p> <p>Non-rally score must serve behind the serving line, and only hit the ball must only be hit once per side.</p>	
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate how to hold racket/paddle below waist to serve.</p> <p>Demonstrate proper serving rules and techniques.</p> <p>Demonstrate how to use forward and backhand methods to receive.</p> <p>Distinguish between appropriate technique when receiving forehand and backhand shots.</p>		
Unit Duration:		
Ten classes		

Unit 7: Basketball <i>Desired Results</i>	
Standards	Big Ideas
<p>Priority: S1.M4.6</p> <p>Supporting: S1.M3.6 S1.M7.6</p>	<p>Dribbling</p> <p>Passing</p> <p>Shooting</p> <p>Rules of Play</p> <p>Offense</p> <p>Defense</p>

<p>S1.M8.6 S1.M11.6 S1.M21.6 S2.M2.6</p>	<p style="text-align: center;">Enduring Understandings</p> <p><i>Students will understand that...</i> Proficient dribbling includes using the finger pads of the hand to dribble, keeping the ball at waist level, and pushing it down to the floor from the side of the body. An effective shot includes balance, eyes, elbow, and follow-through. Students transition from offense to defense when a shot is scored or a change of possession occurs. The difference between a chest pass and a bounce pass is that a bounce pass will hit the floor, and a chest pass will not. Both passes require students to hold the ball starting at chest level with both hands and thumbs pointing down. Both thumbs should be pointed down at the floor after completing the pass.</p>	<p style="text-align: center;">Essential Questions</p> <p><i>Students will consider...</i> What part of our hand do we use to dribble? Should you dribble in the front or side of your body? What does BEEF stand for? When do we transition from offense to defense? What is the difference between a chest pass and a bounce pass?</p>
Learning Objectives		
<p><i>Students will...</i> Demonstrate using fingerpads to dribble the ball, dribble on the side of their body, and perform chest and bounce passes. Identify what BEEF stands for and what part of their hand they use to dribble and shoot with. Apply basic rules of basketball. Demonstrate how to dribble and pass while changing directions and speed.</p>		
Unit Duration:		
<p>Ten classes</p>		

Unit 8: Pacer and Fitness Testing

Desired Results

Standards	Big Ideas	
<p><i>Priority:</i> S3.M8.6</p> <p><i>Supporting:</i> S4.M2.6</p>	<p>Aerobic activity Fitnessgram standards Sportsmanship</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Setting activity goals improves an aerobic test. Strategies can be used to reinforce positive fitness behaviors.</p>	<p><i>Students will consider...</i> What goal do you have for the PACER test? What are positive behaviors that can help you reach your goal?</p>
Learning Objectives		
<p><i>Students will...</i> Practice tracking goals for PACER. Develop behaviors to reach goals and track goal progress. Practice recording and monitoring physical activity for aerobic exercise.</p>		
Unit Duration:		
Ongoing		

Unit 9: Spin Class

Desired Results

Standards	Big Ideas	
Priority: S3.M6.6 S3.M15.6	Aerobic activity Fitnessgram standards Sportsmanship	
Supporting: S3.M4.6 S3.M8.6 S3.M13.6 S3.M16.6	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Physical activity goals can be developed based on personal ability. Distance, time, speed and heart rate can be effective data for tracking physical activity goals. We can collect data to track progress toward daily personal physical activity goals.	<i>Students will consider...</i> How do you create a personal workout plan? How do you calculate resting and maximum heart rate? How do you track progress toward your workout plan?
Learning Objectives		
<i>Students will...</i> Develop and track a personal workout plan. Apply and follow a workout plan for a period of time. Demonstrate how to calculate heart rate at rest and during physical activity. Develop and track progress as it relates to physical activity.		
Unit Duration:		
Ongoing		

Unit 10: Lacrosse
Desired Results

Standards	Big Ideas	
Priority: S2.M6.6 Supporting: S1.M6.6 S1.M7.6 S1.M10.6 S1.M11.6	Offense Defense Shooting on target Passing while in motion Rules of play Scoring	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Lacrosse gameplay requires the ability to transition from offense to defense. Lacrosse gameplay requires the ability to carry the ball from person to person.	<i>Students will consider...</i> How do you transition from offense to defense? How do you carry the ball in the lacrosse stick? How do teammates successfully pass when playing lacrosse?
Learning Objectives		
<i>Students will...</i> Demonstrate transition from offense to defense. Demonstrate proper technique for carrying and passing the ball between teammates. Apply rules of play for lacrosse. Demonstrate how to pass and shoot to a target.		
Unit Duration:		
Ten classes		

Unit 11: Dance/Rhythms

Desired Results

Standards	Big Ideas	
Priority: S1.M1.6	Cultural education Proper technique Model movements	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Different dance styles include folk, line dance, hip-hop, and contemporary. Dance includes locomotor and non-locomotor movement patterns.	<i>Students will consider...</i> What are the different styles of movement in rhythm and dance? What movements are necessary to perform specific dance styles?
Learning Objectives		
<i>Students will...</i> Demonstrate how to count during a dance routine to maintain rhythm, spatial awareness, and tempo. Recognize different dance styles and perform dance routines based on skills taught during class.		
Unit Duration:		
Five classes		

Unit 12: Handball

Desired Results

Standards	Big Ideas	
Priority: S1.M4.6 Supporting: S1.M13.6 S1.M21.6 S2.M2.6	Rules of Play Scoring Catching Throwing Offense Defense	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> During handball, players pass and receive while running and changing direction. Appropriate technique allows players to shoot on target.	<i>Students will consider...</i> What is the difference between offense and defense? How do you create space between the opposing team?
Learning Objectives		
<i>Students will...</i> Identify how to create space from the opposing team, pass while in motion, and shoot on target. Demonstrate how to pass and receive with hands while changing directions using different speeds. Demonstrate how to transition from offense to defense when the ball changes teams.		
Unit Duration:		
Ten classes		

Unit 13: Jump Rope
Desired Results

Standards	Big Ideas	
Priority: S1.E27.5	Short ropes Long ropes	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Jump roping techniques include basic jumps, criss-cross, windmill, hot pepper, skier jump, bell jump, double unders, half jacks, and rope fold jump. A rope routine includes a choreographed combination of jumps.	<i>Students will consider...</i> What are the different jump techniques? What is a rope routine?
Learning Objectives		
<i>Students will...</i> Demonstrate how to use a short and long rope to perform different jump techniques. Apply different jump rope techniques to create an individual and partner jump routine.		
Unit Duration:		
Five classes		

Sixth Grade Proficiency Scales

Course: 6th grade Physical Education	
Priority Standard: S2.M13.6 Makes appropriate decisions to ensure safety of self and others (e.g. weather, level of difficulty, etc.).	
Score 4.0	Knowledge and inferences or applications beyond what was taught

SCORE 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Consistently applies KAHFOOTY to ensure the safety of self and others. Plan and practice proper footwear. Ensures safety procedures for self and others. <p><i>The student exhibits no major errors or omissions</i></p>	<ul style="list-style-type: none"> Wears tennis shoes consistently Keeps hands and feet to self
SCORE 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Practice KAHFOOTY. Practice proper footwear. Apply safety procedures. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	<ul style="list-style-type: none"> Mostly wears tennis shoes Practice KAHFOOTY with some reminders
SCORE 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Tell the meaning of KAHFOOTY. Identify the proper footwear/attire. Recall safety procedures. <p><i>The student partially understands some of the simpler details and processes.</i></p>	

Course: 6th grade Physical Education

Priority Standard:

S4.M4.6 Accepts differences among class-mates in physical development, maturation and varying skill levels by providing encouragement and positive feedback.

Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Demonstrates respect for others based on their development. Uses appropriate language in feedback Formulate positive feedback. Interpret different stages of development. <p><i>The student exhibits no major errors or omissions</i></p>	<ul style="list-style-type: none"> Respects self and others Gives positive feedback to peers
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Practices respect for others. Practices appropriate language. 	<ul style="list-style-type: none"> Respects self and others with minimal reminders

	<ul style="list-style-type: none"> ● Practice positive feedback. ● Differentiate different stages of development. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	●
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Identifies appropriate language. ● Relate to peers in different stages of development. ● State positive feedback. <p><i>The student partially understands some of the simpler details and processes.</i></p>	

Course: 6th grade Physical Education		
Priority Standard: S4.M1.6 Exhibits personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors.		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Consistently exhibits safe behaviors ● Demonstrates respect for facilities <p><i>The student exhibits no major errors or omissions</i></p>	● Teaches other students safe behaviors
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Practice safe behaviors ● Practice respect for facilities <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	● Practices safe behaviors with the help of an adult
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Occasionally exhibits safe behaviors ● State respect for facilities <p><i>The student partially understands some of the simpler details and processes.</i></p>	

Course: 5th grade Physical Education		
Priority Standard:		

S3.M6.6 Participates 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 per day.		
Score 4.0	Knowledge and inferences or applications beyond what was taught	
Score 3.0	The student will know/do: <ul style="list-style-type: none"> Engages in moderate to vigorous physical activity for at least 50% of the physical education class time. 	<ul style="list-style-type: none"> Completes warm-up Completes the activity
Score 2.0	The student will know/do: <ul style="list-style-type: none"> Engages in physical activity for at least 25% of the physical education class time. 	<ul style="list-style-type: none"> Performs warm-up Participates in the activity
Score 1.0	The student will know/do: <ul style="list-style-type: none"> Engages in moderate to vigorous physical activity for less than 25% 	

Seventh Grade Physical Education *Course Overview*

Grade level(s): Seventh Grade

Course Rationale

Middle-school physical education provides a structured environment where students can engage in physical activity while learning about fitness and body movement. We offer a large range of activities that can improve cardiovascular health, strengthen muscles, enhance flexibility, and promote lifetime fitness.

Course Description

The Physical Education Middle School program consists of a variety of team sports, individual sports, and fitness-related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions about their own health.

Big Ideas

Mechanics for Throwing a Frisbee, Mechanics for Catching a Frisbee, Practice Timing, Offensive Strategies, Understand the Difference between Offense and Defense, Sportsmanship, Conflict Resolution, Understanding of Rules of Sport, Appropriate Behavior/Sportsmanship, Anaerobic Activity, Different Strategies for Passing, Dribbling Techniques, Accuracy of Shots, Defensive Strategies, Teamwork, Eye-hand Coordination, Catching Skills, Proper Technique for Serving, Overhead Hits, Striking Techniques, Shooting Accuracy, Cultural Education, Proper Technique for Dance, Dribbling Patterns, Understanding Fitness Principles, Strength Training, Understanding Fitness, Healthy Fitness Zones Performance Standards

Priority Missouri Learning Standards

- S1.M2 Throws with a mature pattern for distance or power appropriate to the activity in a dynamic environment.
- S4.M7 Independently uses physical activity and exercise equipment appropriately and safely.
- S3.M6 Participates in moderate to vigorous muscle- and bone-strengthening physical activity.
- S1.M9 Foot-dribbles or dribbles with an implement combined with passing in a variety of practice tasks.
- S2.M6 Transitions from offense to defense or defense to offense by recovering quickly and communicating with teammates.
- S1.M20 Strikes a pitched ball with an implement to open space in a variety of practice tasks
- S1.M17 Two-hand-volleys with control in a dynamic environment.
- S1.M16 Forehand- and backhand-volleys with a mature form and control using a short-handled implement.
- S1.M10 Shoots on goal with power and accuracy in small-sided game play.
- S1.M24 Demonstrates correct technique for a variety of skills in 1 self-selected individual-performance activity.
- S3.M3 Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body- weight training and light free-weight training.
- S3.M8 Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

Unit 1: Ultimate Frisbee and Football

Desired Results

Standards	Big Ideas	
<p>Priority: S1.M2.7 S4.M7.7 S3.M6.7</p> <p>Supporting: S1.M3.7 S1.M5.7 S2.M2.7 S2.M6.7 S4.M1.7 S4.M4.7 S4.M6.7</p>	<p>Mechanics for throwing a Frisbee Mechanics for catching a frisbee Practice timing Offensive strategies Understand the difference between offense and defense Sportsmanship Conflict resolution Understanding of rules of sport Appropriate behavior/sportsmanship Anaerobic activity</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Students will understand how to throw a frisbee with accuracy and power Students will understand proper use of PE equipment Students will understand the health benefits of physical activity are muscle and bone strength.</p>	<p><i>Students will consider...</i> How do we throw with the greatest power and accuracy without losing control? Why is follow through important for distance and speed? What is a mature throwing pattern? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. How does physical activity benefit my current and future health?</p>
Learning Objectives		

Students will...

Students will be able to throw with accuracy to a specific target.

Students will be able to use appropriate force to reach a specific target.

Students will demonstrate appropriate use of PE equipment as instructed in the rules of play.

Students will practice safety for themselves and others as instructed in the rules of play.

Students will participate in moderate to vigorous physical activity.

Unit Duration:

Two weeks

Unit 2: Soccer
Desired Results

Standards	Big Ideas	
Priority: S1.M9.7 S2.M6.7 S4.M7.7 S3.M6.7 Supporting: S1.M4.7 S1.M10.7 S2.M2.7 S2.M4.7 S4.M1.7 S4.M4.7	Different strategies for passing Dribbling techniques Accuracy of shots Offensive strategies Defensive strategies Understanding the differences between offense and defense Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions

S4.M6.7	<p>Students will understand proper dribbling and passing techniques</p> <p>Students will understand how to transition from offense to defense</p> <p>Students will understand proper use of PE equipment</p> <p>Students will understand the health benefits of physical activity are muscle and bone strength.</p>	<p><i>Students will consider...</i></p> <p>What part of the foot do you dribble with?</p> <p>How do I pass with power and accuracy?</p> <p>How do I know to transition from Offense to Defense? Defense to Offense?</p> <p>What are possible outcomes of not following safety guidelines in activity spaces.</p> <p>How can we celebrate success without demeaning others.</p> <p>How does physical activity benefit my current and future health?</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify proper use of foot skills when dribbling.</p> <p>Demonstrate passing with power and accuracy.</p> <p>Define offense and defense.</p> <p>Differentiate between offense and defense during game play.</p> <p>Demonstrate appropriate use of PE equipment as instructed in the rules of play.</p> <p>Practice safety for themselves and others as instructed in the rules of play.</p> <p>Participate in moderate to vigorous physical activity.</p>		
Unit Duration:		
Two weeks		

Unit 3: Softball
Desired Results

Standards	Big Ideas	
<p>Priority: S1.M20.7 S4.M7.7 S3.M6.7</p> <p>Supporting: S1.M21.7 S4.M1.7 S4.M4.7 S4.M6.7</p>	<p>Eye-hand coordination Catching skills Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship Anaerobic activity</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Students will understand how to strike a pitch using hand/eye coordination Students will understand proper use of PE equipment Students will understand the health benefits of physical activity are muscle and bone strength.</p>	<p><i>Students will consider...</i> What are the components of striking a pitched ball using hand/eye coordination? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. How does physical activity benefit my current and future health?</p>
Learning Objectives		
<p><i>Students will...</i> Demonstrate how to hit a pitched ball using proper batting and stance technique. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play. Participate in moderate to vigorous physical activity.</p>		
Unit Duration:		

Two weeks

Unit 4: Volleyball
Desired Results

Standards	Big Ideas	
Priority: S1.M17.7 S4.M7.7 S3.M6.7 Supporting: S1.M12.7 S4.M1.7 S4.M4.7 S4.M6 .7	Proper technique for serving Passing a volleyball with a bump Teamwork Conflict resolution Understanding rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand how to pass a volleyball correctly. Students will understand proper use of PE equipment	<i>Students will consider...</i> What are the components of passing a volleyball? How does the impact of stance and position affect a proper pass? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.

Learning Objectives

Students will...

- Demonstrate proper stance and hand positioning when passing a volleyball.
- Demonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Unit Duration:

Two weeks

Unit 5: Pickleball
Desired Results

Standards	Big Ideas	
Priority: S3.M6.7 S1.M16.7 S4.M7.7 Supporting: S1.M12.7 S1.M13.7 S4.M1.7 S4.M4.7 S4.M6.7	Anaerobic activity Proper technique for serving Overhead hits Striking techniques Teamwork Conflict resolution Understanding rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	vStudents will understand how to properly strike a pickleball using forehand and backhand techniques Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the appropriate time to use a forehand strike compared to a backhand strike? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.

Learning Objectives

Students will...

Demonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Define forehand and backhand strokes.

Recognize when to use a forehand or backhand strike.

Unit Duration:

Two weeks

Unit 6: Hockey

Desired Results

Standards

Priority:
S1.M10.7
S3.M6.7
S4.M7.7

Supporting:
S2.M2.7
S2.M4.7
S2.M6.7
S4.M1.7
S4.M4.7
S4.M6.7

Big Ideas

Anaerobic activity
Shooting accuracy
Offensive strategies
Defensive strategies
Understanding the differences between offense and defense
Teamwork
Conflict resolution
Understanding the rules of sports
Appropriate behavior/sportsmanship

Enduring Understandings

Essential Questions

	<p><i>Students will understand that...</i></p> <p>Students will understand the health benefits of physical activity are muscle and bone strength.</p> <p>Students will understand how to shoot a hockey puck properly</p> <p>Students will understand how to properly use PE equipment</p>	<p><i>Students will consider...</i></p> <p>How do I properly hold a hockey stick?</p> <p>How do I know which type of shot to use?</p> <p>What are the basic components of shooting a hockey puck?</p> <p>What are possible outcomes of not following safety guidelines in activity spaces.</p> <p>How can we celebrate success without demeaning others.</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate shooting with accuracy at a specific target.</p> <p>Use appropriate force to reach a specific target.</p> <p>Demonstrate appropriate use of PE equipment as instructed in the rules of play.</p> <p>Practice safety for themselves and others as instructed in the rules of play.</p>		
Unit Duration:		
2 weeks		

Unit 7: Dance/Rhythm

Desired Results

Standards	Big Ideas
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<p>Priority: S1.M24.7 S4.M7.7 S3.M6.7</p> <p>Supporting: S1.M1.7 S4.M1.7 S4.M4.7 S4.M6.7</p>	<p>Cultural education Proper technique for dance Teamwork Conflict resolution Understand the Rules of sports Appropriate behavior/sportsmanship</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Students will understand different techniques for dance performances Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment</p>	<p><i>Students will consider...</i> What are the basic dance techniques for a specific dance? How does rhythm and timing affect the different dancing techniques? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.</p>
Learning Objectives		
<p><i>Students will...</i> Demonstrate the specific steps needed to perform a rhythmic dance. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play.</p>		
Unit Duration:		
Two weeks		

Unit 8: Basketball

Desired Results

Standards	Big Ideas	
Priority: 1.M10.7 S4.M7.7 S3.M6.7 Supporting: S1.M8.7 S2.M6.7 S4.M1.7 S4.M4.7 S4.M6.7	Dribbling patterns Shooting accuracy Understanding the differences between offense and defense Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand proper technique for shooting a basketball Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the proper technique for shooting a basketball? How do I know how much power to use when shooting? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.
Learning Objectives		
<i>Students will...</i> Demonstrate proper technique using the B.E.E.F (Balance, Eyes, Elbow, Follow-Through) method. Demonstrate shooting with accuracy to a specific target Use appropriate force to reach a specific target. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play.		

Unit Duration:

Two weeks

Unit 9: Weight Training***Desired Results***

Standards	Big Ideas							
Priority: S3.M3.7 S4.M7.7 S3.M6.7	Anaerobic activity Understanding fitness principles Strength training Understanding fitness Appropriate behavior/sportsmanship							
Supporting: S3.M4.7 S3.M7.7	<table border="1"> <thead> <tr> <th data-bbox="760 816 1379 889">Enduring Understandings</th> <th data-bbox="1379 816 2022 889">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 889 1379 1274"> <i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight. Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment </td> <td data-bbox="1379 889 2022 1274"> <i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. </td> </tr> </tbody> </table>	Enduring Understandings	Essential Questions	<i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight. Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.	<table border="1"> <thead> <tr> <th data-bbox="1379 816 2022 889">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1379 889 2022 1274"> <i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. </td> </tr> </tbody> </table>	Essential Questions	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.
Enduring Understandings	Essential Questions							
<i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight. Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.							
Essential Questions								
<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.								
Learning Objectives								

Students will...

Define the 5 components of health related fitness.

Recognize the benefits of using the 5 components of health related fitness.

Engage in the 5 components of health related fitness daily.

Demonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Unit Duration:

Ongoing

Unit 10: Fitness Testing

Desired Results

Standards	Big Ideas	
Priority: S3.M8.7 S4.M7.7 S3.M6.7	Anaerobic activity Healthy fitness zones performance standards Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will assess their current fitness level Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the importance of my fitness level? How do these exercises improve my current fitness level? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.

Learning Objectives

Students will...

- Define the 5 components of health related fitness.
- Recognize the benefits of using the 5 components of health related fitness.
- Engage in the 5 components of health related fitness daily.
- Demonstrate appropriate use of PE equipment as instructed in the rules of play.
- Practice safety for themselves and others as instructed in the rules of play.
- Participate in moderate to vigorous physical activity.

Unit Duration:

Ongoing

Eighth Physical Education *Course Overview*

Grade level(s): Eighth Grade

Course Rationale

Middle-school physical education provides a structured environment where students can engage in physical activity while learning about fitness and body movement. We offer a large range of activities that can improve cardiovascular health, strengthen muscles, enhance flexibility, and promote lifetime fitness.

Course Description

The Physical Education Middle School program consists of a variety of team sports, individual sports, and fitness-related games. Participation, sportsmanship, skill development, and team building are the major components of these activities. Lifetime wellness concepts are included to enable students to make informed decisions about their own health.

Big Ideas

Mechanics for Throwing a Frisbee, Mechanics for Catching a Frisbee, Practice Timing, Offensive Strategies, Understand the Difference between Offense and Defense, Sportsmanship, Conflict Resolution, Understanding of Rules of Sport, Appropriate Behavior/Sportsmanship, Anaerobic Activity, Different Strategies for Passing, Dribbling Techniques, Accuracy of Shots, Defensive Strategies, Teamwork, Eye-hand Coordination, Catching Skills, Proper Technique for Serving, Overhead Hits, Striking Techniques, Shooting Accuracy, Cultural Education, Proper Technique for Dance, Dribbling Patterns, Understanding Fitness Principles, Strength Training, Understanding Fitness, Healthy Fitness Zones Performance Standards

Priority Missouri Learning Standards

- S1.M2.8 Throws with a mature pattern for distance or power appropriate to the activity during small sided game play.
- S4.M7.8 Independently uses physical activity and fitness equipment appropriately, and identifies specific safety concerns associated with the activity.
- S3.M6.8 Participates in moderate to vigorous muscle- and bone-strengthening physical activity for at least 60 minutes per day.
- S1.M9.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction during small-sided game play.
- S2.M6.8 Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage.
- S1.M20.8 Strikes a pitched ball with an implement to open space in a variety of small-sided games.
- S1.M17.8 Two-hand-volleys with control in a small-sided game.
- S1.M16.8 Forehand- and backhand-volleys with a mature form and control using a short-handled implement during modified game play.
- S1.M8.8 Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play.
- S1.M24.8 Demonstrates correct technique for basic skills in at least 2 self-selected individual-performance activities.
- S3.M3.8 Participates in a variety of self-selected aerobic-fitness activities outside of schools such as walking, jogging, biking, skating, dancing and swimming.
- S3.M8 Uses available technology to self-monitor quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.

Unit 1: Ultimate Frisbee and Football

Desired Results

Standards	Big Ideas	
Priority: S1.M2.8 S4.M7.8 S3.M6 .8 Supporting: S1.M3.8 S1.M5.8 S2.M2.8 S2.M6.8 S4.M1.8 S4.M4.8 S4.M6.8	Mechanics for throwing a Frisbee Mechanics for catching a frisbee Practice timing Offensive strategies Understand the difference between offense and defense Sportsmanship Conflict resolution Understanding of rules of sport Appropriate behavior/sportsmanship Anaerobic activity	
	Enduring Understandings	Essential Questions
	Students will understand how to throw a frisbee with accuracy and power Students will understand proper use of PE equipment Students will understand the health benefits of physical activity are muscle and bone strength.	<i>Students will consider...</i> How do we throw with the greatest power and accuracy without losing control? Why is follow through important for distance and speed? What is a mature throwing pattern? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. How does physical activity benefit my current and future health?
Learning Objectives		

Students will...

Demonstrate throwing with accuracy to a specific target.

Use appropriate force to reach a specific target.

Semonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Participate in moderate to vigorous physical activity.

Unit Duration:

Two weeks

Unit 2: Soccer
Desired Results

Standards	Big Ideas	
Priority: S1.M9.8 S2.M6.8 S4.M7.8 S3.M6.8 Supporting: S1.M4.8 S1.M10.8 S2.M2.8 S2.M4.8 S4.M1.8 S4.M4.8	Different strategies for passing Dribbling techniques Accuracy of shots Offensive strategies Defensive strategies Understanding the differences between offense and defense Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions

S4.M6.8	<p>Students will understand proper dribbling and passing techniques</p> <p>Students will understand how to transition from offense to defense</p> <p>Students will understand proper use of PE equipment</p> <p>Students will understand the health benefits of physical activity are muscle and bone strength.</p>	<p><i>Students will consider...</i></p> <p>What part of the foot do you dribble with?</p> <p>How do I pass with power and accuracy?</p> <p>How do I know to transition from Offense to Defense? Defense to Offense?</p> <p>What are possible outcomes of not following safety guidelines in activity spaces.</p> <p>How can we celebrate success without demeaning others.</p> <p>How does physical activity benefit my current and future health?</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>Identify proper use of foot skills when dribbling.</p> <p>Demonstrate passing with power and accuracy.</p> <p>Define offense and defense.</p> <p>Differentiate between offense and defense during game play.</p> <p>Demonstrate appropriate use of PE equipment as instructed in the rules of play.</p> <p>Practice safety for themselves and others as instructed in the rules of play.</p> <p>Participate in moderate to vigorous physical activity.</p>		
Unit Duration:		
Two weeks		

Unit 3: Softball
Desired Results

Standards	Big Ideas	
Priority: S1.M20.8 S4.M7.8 S3.M6.8 Supporting: S1.M21.8 S4.M1.8 S4.M4.8 S4.M6.8	Eye-hand coordination Catching skills Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship Anaerobic activity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand how to strike a pitch using hand/eye coordination Students will understand proper use of PE equipment Students will understand the health benefits of physical activity are muscle and bone strength.	<i>Students will consider...</i> What are the components of striking a pitched ball using hand/eye coordination? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. How does physical activity benefit my current and future health?
Learning Objectives		
<i>Students will...</i> Demonstrate how to hit a pitched ball using proper batting and stance technique. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play. Participate in moderate to vigorous physical activity.		
Unit Duration:		

Two weeks

Unit 4: Volleyball
Desired Results

Standards	Big Ideas	
Priority: S1.M17.8 S4.M7.8 S3.M6.8 Supporting: S1.M12.8 S4.M1.8 S4.M4.8 S4.M6 .8	Proper technique for serving Passing a volleyball with a bump Teamwork Conflict resolution Understanding rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand how to pass a volleyball correctly. Students will understand proper use of PE equipment	<i>Students will consider...</i> What are the components of passing a volleyball? How does the impact of stance and position affect a proper pass? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.

Learning Objectives

Students will...

- Demonstrate proper stance and hand positioning when passing a volleyball.
- Demonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Unit Duration:

Two weeks

Unit 5: Pickleball
Desired Results

Standards	Big Ideas	
Priority: S3.M6.8 S1.M16.8 S4.M7.8 Supporting: S1.M12.8 S1.M13.8 S4.M1.8 S4.M4.8 S4.M6.8	Anaerobic activity Proper technique for serving Overhead hits Striking techniques Teamwork Conflict resolution Understanding rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand how to properly strike a pickleball using forehand and backhand techniques Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the appropriate time to use a forehand strike compared to a backhand strike? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.

Learning Objectives

Students will...

Demonstrate appropriate use of PE equipment as instructed in the rules of play.

Practice safety for themselves and others as instructed in the rules of play.

Define forehand and backhand strokes.

Recognize when to use a forehand or backhand strike.

Unit Duration:

Two weeks

Unit 6: Hockey

Desired Results

Standards

Priority:
S1.M10.8
S3.M6.8
S4.M7.8

Supporting:
S2.M2.8
S2.M4.8
S2.M6.8
S4.M1.8
S4.M4.8
S4.M6.8

Big Ideas

Anaerobic activity
Shooting accuracy
Offensive strategies
Defensive strategies
Understanding the differences between offense and defense
Teamwork
Conflict resolution
Understanding the rules of sports
Appropriate behavior/sportsmanship

Enduring Understandings

Essential Questions

	<p><i>Students will understand that...</i></p> <p>Students will understand the health benefits of physical activity are muscle and bone strength.</p> <p>Students will understand how to shoot a hockey puck properly</p> <p>Students will understand how to properly use PE equipment</p>	<p><i>Students will consider...</i></p> <p>How do I properly hold a hockey stick?</p> <p>How do I know which type of shot to use?</p> <p>What are the basic components of shooting a hockey puck?</p> <p>What are possible outcomes of not following safety guidelines in activity spaces.</p> <p>How can we celebrate success without demeaning others.</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>Demonstrate shooting with accuracy at a specific target.</p> <p>Use appropriate force to reach a specific target.</p> <p>Demonstrate appropriate use of PE equipment as instructed in the rules of play.</p> <p>Practice safety for themselves and others as instructed in the rules of play.</p>		
Unit Duration:		
Two weeks		

Unit 7: Dance/Rhythm

Desired Results

Standards	Big Ideas
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<p>Priority: S1.M24.8 S4.M7.8 S3.M6.8</p> <p>Supporting: S1.M1.8 S4.M1.8 S4.M4.8 S4.M6.8</p>	<p>Cultural education Proper technique for dance Teamwork Conflict resolution Understand the Rules of sports Appropriate behavior/sportsmanship</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Students will understand different techniques for dance performances Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment</p>	<p><i>Students will consider...</i> What are the basic dance techniques for a specific dance? How does rhythm and timing affect the different dancing techniques? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.</p>
Learning Objectives		
<p><i>Students will...</i> Demonstrate the specific steps needed to perform a rhythmic dance. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play.</p>		
Unit Duration:		
Two weeks		

Unit 8: Basketball

Desired Results

Standards	Big Ideas	
Priority: S1.M8.8 S4.M7.8 S3.M6.8 Supporting: S2.M6.8 S4.M1.8 S4.M4.8 S4.M6.8	Dribbling patterns Shooting accuracy Understanding the differences between offense and defense Teamwork Conflict resolution Understanding the rules of sports Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will understand proper technique for shooting a basketball Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the proper technique for shooting a basketball? How do I know how much power to use when shooting? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.
Learning Objectives		
<i>Students will...</i> Demonstrate proper technique using the B.E.E.F (Balance, Eyes, Elbow, Follow-Through) method. Demonstrate shooting with accuracy to a specific target Use appropriate force to reach a specific target. Demonstrate appropriate use of PE equipment as instructed in the rules of play. Practice safety for themselves and others as instructed in the rules of play.		

Unit Duration:

Two weeks

Unit 9: Weight Training***Desired Results***

Standards	Big Ideas							
Priority: S3.M3.8 S4.M7.8 S3.M6.8	Anaerobic activity Understanding fitness principles Strength training Understanding fitness Appropriate behavior/sportsmanship							
Supporting: S3.M4.8 S3.M7.8	<table border="1"> <thead> <tr> <th data-bbox="760 816 1379 889">Enduring Understandings</th> <th data-bbox="1379 816 2022 889">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="760 889 1379 1274"> <i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight. Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment </td> <td data-bbox="1379 889 2022 1274"> <i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. </td> </tr> </tbody> </table>	Enduring Understandings	Essential Questions	<i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight. Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.	<table border="1"> <thead> <tr> <th data-bbox="1379 816 2022 889">Essential Questions</th> </tr> </thead> <tbody> <tr> <td data-bbox="1379 889 2022 1274"> <i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others. </td> </tr> </tbody> </table>	Essential Questions	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.
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Essential Questions								
<i>Students will consider...</i> What are the 5 components of health-related fitness? What are possible outcomes of not following safety guidelines in activity spaces. How can we celebrate success without demeaning others.								
Learning Objectives								

Students will...

Students will define the 5 components of health related fitness.

Students will recognize the benefits of using the 5 components of health related fitness.

Students will engage in the 5 components of health related fitness daily.

Students will demonstrate appropriate use of PE equipment as instructed in the rules of play.

Students will practice safety for themselves and others as instructed in the rules of play.

Unit Duration:

Ongoing

Unit 10: Fitness Testing

Desired Results

Standards	Big Ideas	
Priority: S3.M8.7 S4.M7.7 S3.M6.7	Anaerobic activity Healthy fitness zones performance standards Appropriate behavior/sportsmanship	
	Enduring Understandings	Essential Questions
	Students will assess their current fitness level Students will understand the health benefits of physical activity are muscle and bone strength. Students will understand how to properly use PE equipment	<i>Students will consider...</i> What is the importance of my fitness level? How do these exercises improve my current fitness level? What are possible outcomes of not following safety guidelines in activity spaces.

		How can we celebrate success without demeaning others.
Learning Objectives		
<p><i>Students will...</i></p> <p>Define the 5 components of health related fitness.</p> <p>Recognize the benefits of using the 5 components of health related fitness.</p> <p>Engage in the 5 components of health related fitness daily.</p> <p>Demonstrate appropriate use of PE equipment as instructed in the rules of play.</p> <p>Practice safety for themselves and others as instructed in the rules of play.</p> <p>Participate in moderate to vigorous physical activity.</p>		
Unit Duration:		
Ongoing		

Strength and Fitness <i>Course Overview</i>	
Grade level(s): Seventh and Eighth Grade	
Course Rationale	Course Description
Middle-school physical education provides a structured environment where students can engage in physical activity while learning about fitness and body movement. We offer a large range of activities that can improve cardiovascular health, strengthen muscles, enhance flexibility, and promote lifetime fitness.	Strength and Fitness is designed to give students high levels of strength training, speed and agility, aerobic activities, and stretching skills. This course is completely activity-based and suggested for those motivated to improve their strength and fitness through daily movements. It is designed for students to improve cardiovascular fitness by walking and strength training. The students will be given the

	opportunity to increase their knowledge of an array of fitness concepts.
Big Ideas	
Understanding the benefits of fitness holistically, Lung endurance, Understanding fitness principles, Strength training, Anaerobic activity	
Priority Missouri Learning Standards	
S3.M3 Participates in a variety of strength- and endurance-fitness activities such as Pilates, resistance training, body- weight training and light free-weight training.	

Unit 1: Strength and Fitness

Desired Results

Standards	Big Ideas	
Priority: S3.M3 Supporting: FS.1.E.7 FS.1.F.7 S3.M4 S3.M6	Understanding the benefits of fitness holistically Lung endurance Understanding fitness principles Strength training Anaerobic activity	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Students will perform muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises to maintain a healthy weight and decrease chances of disease.	<i>Students will consider...</i> What are the 5 components of health-related fitness? How do these activities help me maintain a healthy weight and decrease the chances of disease?

Learning Objectives		
<p><i>Students will...</i></p> <p>List the 5 components of health-related fitness.</p> <p>Hypothesize how exercise and maintaining a healthy weight can reduce the risk of diseases.</p> <p>Demonstrate proper techniques in a variety of weighted lifts.</p>		Students
Unit Duration:		
Ongoing		

7-8 Proficiency Scales

Course: 7th and 8th Grade Physical Education	
Priority Standards: S4.M7 Independently uses physical activity and exercise equipment appropriately and safely.	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Students will demonstrate appropriate use of PE equipment as instructed in the rules of play. ● Students will practice safety for themselves and others as instructed in the rules of play. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Students will demonstrate appropriate use of PE equipment as instructed in the rules of play with minimal teacher encouragement. ● Students will practice safety for themselves and others as instructed in the rules of play with minimal teacher encouragement. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>

Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> • Students will demonstrate appropriate use of PE equipment as instructed in the rules of play with frequent teacher encouragement. • Students will practice safety for themselves and others as instructed in the rules of play with frequent teacher encouragement. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Course: 7th and 8th Grade Physical Education	
Priority Standards: S3.M6 Participates in moderate to vigorous muscle- and bone-strengthening physical activity.	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous physical activity <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous physical activity with minimal teacher encouragement. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> • Participate in moderate to vigorous physical activity with frequent teacher encouragement. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Course: 7th and 8th Grade Physical Education	
Priority Standards: S3.M8 Adjusts physical activity based on quantity of exercise needed for a minimal health standard and/or optimal functioning based on current fitness level.	

Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Engage in the 5 components of health-related fitness daily. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Engage in the 5 components of health-related fitness daily with minimal teacher encouragement. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Engage in the 5 components of health-related fitness daily with frequent teacher encouragement. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Health 7 Course Overview

Grade level(s): Seventh Grade

Course Rationale

Middle school Health allows students to learn strategies to be mentally and emotionally healthy, build healthy relationships, avoid hazardous substances, and promote physical health and safety.

Course Description

The health education middle school program works to teach and provide organized, sequential health instruction so that students will develop and learn the necessary skills and knowledge to choose a healthy lifestyle of personal health, safety, and wellness.

Big Ideas

Growth and development, How to maintain lifelong physical health , Prevention of health risks, Importance of nutrients, Factors that influence food choices, Reading a nutrition facts label, Reducing the risk of injuries, Benefits of fitness for total health, Understanding the benefits of fitness holistically, Lung endurance, Muscle movement, Framework for organ protection and movement, Benefits of exercise for the brain, Understanding the importance of waste removal, Importance of protecting self and others from STIs*, Benefits of abstinence*, Positive and negative peer pressure and behaviors

Priority Missouri Learning Standards

ME.1.A.7 Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

ME.2.A.7 Apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution

ME.3.A.8 Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)

FS.1.E.7 Analyze how aerobic exercise impacts an individual physically, mentally, and emotionally

FS.1.B.7 Explain how muscles work in pairs for movement to occur and provide examples (e.g., flexors and extensors, bicep contracts and tricep extends to flex your elbow bringing hand to shoulder)

FS.1.C.7 Explain how the skeletal system supports and protects other body systems (e.g., circulatory, muscular, nervous)

FS.1.G.7 Describe how healthy lifestyle choices (e.g., exercise, diet, sleep) affect the functioning of the central nervous system and peripheral nervous system (e.g., exercise increases endorphins, stress relief, mental alertness)

FS.1. I.7 Relate how health behaviors affect the urinary/excretory system

RA.3.C.7 Compare peer pressure to peer support and evaluate how each influences the making of informed and reasoned decisions regarding TAOD use

Human Sexuality Priority Missouri Learning Standards

** Indicates learning outcomes related to human sexuality Missouri Learning Standards. Families are provided an [opt-out form](#) by their student's school.*

RA.1.E.7 Compare and contrast signs and symptoms of HIV/AIDS

RA.1.F.7 Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statutes of Missouri: Requires the student be presented “with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.”)

Unit 1: Understanding Health

Desired Results

Standards	Big Ideas	
<p><i>Priority:</i> ME.1.A.7</p> <p><i>Supporting:</i> ME.1.C.7 ME.1.B.7</p>	<p>Growth and Development</p> <p>Understanding How to Maintain Lifelong Physical Health</p> <p>Prevention of Health Risks</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>A variety of healthy habits help improve physical health.</p>	<p><i>Students will consider...</i></p> <p>What habits can help improve our physical health?</p> <p>What habits can help improve our social health?</p> <p>What habits can help improve our social health?</p>
Learning Objectives		
<p><i>Students will...</i></p> <p>List possible activities that will improve physical, mental, and social health.</p> <p>Cite evidence of how drugs, tobacco, and alcohol can negatively impact your health triangle.</p> <p>Describe how to improve their physical health through a variety of healthy habits.</p>		

Unit Duration:
Two weeks

Course: Health 7	
Unit Title: Understanding Health	
Priority Standards: ME.1.A.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Describe how to improve their physical health through a variety of healthy habits. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Cite evidence of how drugs, tobacco, and alcohol can negatively impact your health triangle. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> List possible activities that will improve physical, mental, and social health. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 2: Nutrition

Desired Results

Standards	Big Ideas	
Priority: ME.2.A.7	Understanding the Importance of Nutrients What Factors Influence Food Choices Reading a Nutrition Facts Label	
Supporting:	Enduring Understandings	Essential Questions

ME.2.B.7 ME.2.C.7	<i>Students will understand that...</i> Certain nutrients provide energy for the body.	<i>Students will consider...</i> What do nutrients do for your body? How do we know if a food item is "healthy?" What is the relation between serving size and a healthy diet? Are you a healthy eater?
Learning Objectives		
<i>Students will...</i> List the six essential nutrients. Summarize the benefits each nutrient has on the body. Analyze food labels to determine whether a food is healthy. Create a meal plan that meets proper nutritional guidelines.		
Unit Duration:		
Two weeks		

Course: Health 7	
Unit Title: Nutrition	
Priority Standards: ME.2.A.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none"> • Create a meal plan that meets proper nutritional guidelines. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none"> • Analyze food labels to determine whether a food is healthy. <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	The student will know/do:

	<ul style="list-style-type: none"> List the six essential nutrients. Summarize the benefits each nutrient has on the body. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 3: Physical Activity and Fitness <i>Desired Results</i>		
Standards	Big Ideas	
Priority: FS.1.E.7 Supporting: RA.2.C.7 ME.1.D.7 FS.1.F.7	Reducing the Risk of Injuries Benefits of Fitness for Total Health Understanding the benefits of fitness holistically Lung Endurance	
	Enduring Understandings	Essential Questions
	vAerobic activity can balance the health triangle.	<i>Students will consider...</i> What is aerobic exercise, and what effects does it have on an individual's physical, mental, and social health?
Learning Objectives		
<i>Students will...</i> Classify specific activities as either aerobic or anaerobic. Compare their resting heart rate to their active heart rate. Describe how aerobic activity can balance the health triangle.		
Unit Duration:		

Two weeks

Course: Health 7	
Unit Title: Physical Activity and Fitness	
Priority Standards: FS.1.E.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none">Describe how aerobic activity can balance the health triangle. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none">Compare their resting heart rate to their active heart rate <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	The student will know/do: <ul style="list-style-type: none">Classify specific activities as either aerobic or anaerobic. <i>The student partially understands some of the simpler details and processes.</i>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 4: Body Systems

Desired Results

Standards	Big Ideas
Priority: FS.1.B.7 FS.1.C.7 FS.1.G.7 FS.1. I.7	Muscle Movement Framework for Organ Protection and Movement Understanding the benefits of fitness holistically Lung Endurance Benefits of Exercise for the Brain Understanding the Importance of Waste Removal

Supporting: FS.1.E.7 FS.1.F.7 RA.1.E.7* RA.1.F.7*	Importance of protecting self and others from STIs* Benefits of abstinence*	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Muscles work together to benefit movement. The skeletal system provides a functional purpose. Living a healthy lifestyle can help improve the central nervous system. Behaviors can affect the urinary system.	<i>Students will consider...</i> What is the function of the muscular system? What is the difference between voluntary and involuntary muscles? What purpose do joints and connective tissues have in people's movement? How does the skeletal system help protect vital organs? How does exercise help improve your nervous system? What lifestyle choices can put your central nervous system in danger? What types of health behaviors affect the urinary/excretory system?
Learning Objectives		
<i>Students will...</i> Identify the three different types of muscles. Know the difference between voluntary and involuntary muscles. Cite evidence on how the skeletal system protects vital organs, including the heart, lungs, and brain. Demonstrate how muscles work with bones to allow movement. Know how to use prevention techniques to protect the central nervous system. Identify the different parts of the nervous system. Assess how various lifestyle choices impact the nervous system. Identify behaviors that can both improve or hurt the urinary/excretory system.		

Describe how STIs are transmitted.*

Identify STIs that are bacterial, viral, or parasitic.*

Identify abstinence as the preferred choice of behavior in relation to all sexual activity because it is the only method that is 100 percent effective in preventing sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity.*

Unit Duration:

Two weeks

Course: Health 7	
Unit Title: Body Systems	
Priority Standards: FS.1.B.7, FS.1.C.7, FS.1.G.7, FS.1. I.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none">● Demonstrate how muscles work with bones to allow movement.● Know how to use prevention techniques to protect the central nervous system. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none">● Cite evidence on how the skeletal system protects vital organs, including the heart, lungs, and brain.● Assess how various lifestyle choices impact the nervous system. <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	The student will know/do: <ul style="list-style-type: none">● Identify the three different types of muscles.● Know the difference between voluntary and involuntary muscles.● Identify the different parts of the nervous system.● Identify behaviors that can both improve or hurt the urinary/excretory system. <i>The student partially understands some of the simpler details and processes.</i>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 5: Alcohol, Tobacco, and Other Drugs

Desired Results

Standards	Big Ideas	
Priority: RA.3.C.7	Positive and Negative Peer Pressure and Behaviors	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> There are positive and negative effects of peer pressure when making decisions about TAOD use	<i>Students will consider...</i> What does positive peer influence look like? What strategies can help remove negative peer pressure about TBOD use?
Learning Objectives		
<i>Students will...</i> Identify positive and negative peer pressure. Explain the difference between positive and negative peer pressure. Construct possible responses to negative influences regarding TAOD.		
Unit Duration:		
One week		

Course: Health 7	
Unit Title: Alcohol, Tobacco, and Other Drugs	
Priority Standards: RA.3.C.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.

Score 3.0	The student will know/do: <ul style="list-style-type: none"> Construct possible responses to negative influences regarding TAOD. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none"> Explain the difference between positive and negative peer pressure. <i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	The student will know/do: <ul style="list-style-type: none"> Identify positive and negative peer pressure. <i>The student partially understands some of the simpler details and processes.</i>
Score 0.0	Even with help, no understanding or skill demonstrated.

Health 8 Course Overview	
Grade level(s): Eighth Grade	
Course Rationale	Course Description
Middle school Health allows students to learn strategies to be mentally and emotionally healthy, build healthy relationships, avoid hazardous substances, and promote physical health and safety.	The health education middle school program works to teach and provide organized, sequential, health instruction so that students will develop and learn the necessary skills and knowledge to choose a healthy lifestyle of personal health, safety, and wellness.
Big Ideas	
Growth and development, How to maintain lifelong physical health ,Prevention of health risks,Effects of media on body image,First and Second lines of defense,How pathogens to grow, How diseases are spread, How non-communicable diseases are acquired (heredity, lifestyle, etc.), How to prevent or identify risk factors of non-communicable diseases, Impact of non-communicable diseases on the Health triangle (Physical,, Mental/emotional, and social), Effects of alcohol, tobacco, drugs, and vaping on all body systems, Resolving conflicts independently or with a mediator, Importance of protecting self and others from STIs*, Benefits of abstinence*, Consent*, sexual harassment*, and sexual violence*	

Priority Missouri Learning Standards

ME.1.A.7 Critique personal behaviors and their cause and effect that relate to the following choices: eating breakfast daily; refraining from the use of tobacco and alcohol; sleeping six to eight hours a night; maintaining a healthy weight; daily moderate to vigorous physical activities; making healthy food choices (fruits, vegetables, whole grains, portion sizes)

ME.3.A.8 Analyze marketing and advertising techniques that influence consumer decisions (e.g., bandwagon, beautiful people, good times, status symbols/well known characters)

RA.1.B.8 Describe the body's lines of defense and the stages of disease progression (e.g., incubation)

RA.1.D.8 Analyze the impact non-communicable diseases such as diabetes and asthma, could have on adolescents physical, social, and emotional development Recognize adolescent health issues and select appropriate strategies to solve or prevent problems (e.g., Anorexia, bulimia, acne, scoliosis) including knowing symptoms and causes, early diagnosis and treatment, self-care and management

RA.3.C.8 Determine a cause and effect relationship regarding body system functions (i.e., muscular, excretory, nervous, digestive, circulatory, respiratory) and the use of TAOD (e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies) Develop an informed decision regarding the use of smoked and smokeless tobacco based on knowledge of short and long-term effects on the body, individual, and society Determine the cause and effect relationship between the use of alcohol, tobacco, and other substances and emergency situations (e.g., motor vehicle accidents, overdose, accidental death, binge drinking)

ME.4.A.8 Distinguish between problems that can be solved independently and those that need the help of a peer, adult, or professional

Human Sexuality Priority Missouri Learning Standards

** Indicates learning outcomes related to human sexuality Missouri Learning Standards. Families are provided an [opt-out form](#) by their student's school.*

RA.1.E.8 Explain the patterns of transmission, treatment (past and present), and prevention of HIV/AIDS

RA.1.F.7 Describe how to protect self and others from STI (sexually transmitted infections) and explain the role of abstinence for prevention (**Section 170.015 Revised Statues of Missouri: Requires the student be presented "with the latest medically factual regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases.")

ME.4.E.8 Demonstrate strategies to prevent, manage, or report social problems related to abuse, exploitation, harassment, or bullying
 Investigate resources available to cope with social problems related to abuse, exploitation, harassment, or bullying (e.g., school, police, peers, hotlines, counselors)

Unit 1: Understanding Health
Desired Results

Standards	Big Ideas	
Priority: ME.1.A.7 Supporting: ME.1.B.7 ME.1.C.7	Growth and development How to maintain lifelong physical health Prevention of health risks	
	<i>Enduring Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that...</i> A variety of healthy habits help improve physical health.	<i>Students will consider...</i> What habits can help improve our physical health? What habits can help improve our social health? What habits can help improve our social health?
Learning Objectives		
<i>Students will...</i> List possible activities that will improve physical, mental, and social health. Cite evidence of how drugs, tobacco, and alcohol can negatively impact your health triangle. Describe how to improve their physical health through a variety of healthy habits.		
Unit Duration:		

One week

Course: Health 8	
Unit Title: Understanding Health	
Priority Standards: ME.1.A.7	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Describe how to improve their physical health through a variety of healthy habits. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Cite evidence of how drugs, tobacco, and alcohol can negatively impact your health triangle. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> List possible activities that will improve physical, mental, and social health. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 2: Body Image

Desired Results

Standards	Big Ideas	
Priority: ME.3.A.8	Effects of media on body image	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Media can affect self-esteem and your body image.</p>	<p><i>Students will consider...</i> What ways do media sources influence people's self-perception?</p>

		What effect does a negative self-image have on a person's health?
Learning Objectives		
<p><i>Students will...</i></p> <p>Examine media influences and their effects on self-image.</p> <p>Evaluate the effects of negative self-image on a person's health.</p> <p>Describe how media can affect self-esteem and body image.</p>		
Unit Duration:		
One week		

Course: Health 8	
Unit Title: Body Image	
Priority Standards: ME.3.A.8	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Describe how media can affect self-esteem and body image. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Evaluate the effects of negative self-image on a person's health. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Examine media influences and their effects on self-image. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 3: Communicable Diseases
Desired Results

Standards	Big Ideas	
Priority: RA.1.B.8 Supporting: RA.1.C.8 RA.1.E.8* RA.1.F.7* ME.4.E.8*	First and second lines of defense How pathogens grow How diseases are spread Importance of protecting self and others from STIs* Benefits of abstinence* Consent, sexual harassment, and sexual violence*	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Disease progression can be prevented using the body's line of defense and prevention strategies.	<i>Students will consider...</i> What are the different ways diseases can be transmitted? What are my body's natural lines of defense? What are possible preventions for communicable diseases?
Learning Objectives		
<i>Students will...</i> Identify and define the four types of pathogens. Summarize the body's natural defenses and how they work. Describe prevention strategies for ways diseases are spread. Identify the different types of STDs and STIs.* Recognize the symptoms of sexually transmitted infections.* Define treatment options for sexually transmitted infections.*		

Identify abstinence as the preferred choice of behavior in relation to all sexual activity because it is the only method that is 100 percent effective in preventing sexually transmitted diseases and the emotional trauma associated with adolescent sexual activity.*
 Define consent, sexual harassment, and sexual violence.*
 Define strategies for reporting abuse.*

Unit Duration:

Two weeks

Course: Health 8	
Unit Title: Communicable Diseases	
Priority Standards: RA.1.B.8	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Describe prevention strategies for ways diseases are spread. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Summarize the body's natural defenses and how they work. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Identify and define the four types of pathogens. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 4: Non-Communicable Diseases

Desired Results

Standards

Big Ideas

Priority: RA.1.D.8 Supporting: RA.1.A.8 RA.1.B.8	How non-communicable diseases are acquired (heredity, lifestyle, etc.) How to prevent or identify risk factors of non-communicable diseases Impact of non-communicable diseases on the Health triangle (Physical, Mental/emotional, and social)	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Non-communicable diseases have an impact on a person's health triangle.	<i>Students will consider...</i> What are possible ways that non-communicable diseases can develop? What are the most common non-communicable diseases, and how do they affect physical health? What strategies are there to help prevent and treat non-communicable diseases?
Learning Objectives		
<i>Students will...</i> Define and identify a non-communicable disease. Identify the three main ways non-communicable diseases develop. Connect the effects of a non-communicable disease to a person's physical health. Formulate different strategies to prevent and treat non-communicable diseases.		
Unit Duration:		
Two weeks		

Course: Health 8	
Unit Title: Non-Communicable Diseases	
Priority Standards: RA.1.D.8	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do:

	<ul style="list-style-type: none"> ● Connect the effects of a non-communicable disease to a person's physical health. ● Formulate different strategies to prevent and treat non-communicable diseases. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Identify the three main ways non-communicable diseases develop. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Define and identify a non-communicable disease. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 5: Alcohol, Tobacco and Other Drugs

Desired Results

Standards	Big Ideas	
Priority: RA.3.C.8	Effects of alcohol, tobacco, drugs, and vaping on all body systems	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i></p> <p>Alcohol, tobacco, drugs, and vaping have an effect on all body systems.</p>	<p><i>Students will consider...</i></p> <p>How do alcohol, tobacco, and other drugs affect the body?</p> <p>What possible effect does drug, tobacco, and alcohol use have on family and peers?</p>
Learning Objectives		

Students will...

Identify the difference between over-the-counter, prescription, and illegal drugs.

Analyze the effects of tobacco, alcohol, and drugs on physical health.

Analyze the effects drugs, tobacco, and alcohol have on mental and social health.

Construct possible responses to negative influences regarding TAOD.

Unit Duration:

Two weeks

Course: Health 8

Unit Title: Alcohol, Tobacco, and Other Drugs

Priority Standards: RA.3.C.8

Score 4.0 Knowledge and inferences or applications beyond what was taught.

Score 3.0 The student will know/do:

- Construct possible responses to negative influences regarding TAOD.

The student exhibits no major errors or omissions

Score 2.0 The student will know/do:

- Analyze the effects of tobacco, alcohol, and drugs on physical health.
- Analyze the effects drugs, tobacco, and alcohol have on mental and social health.

The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Score 1.0 The student will know/do:

- Identify the difference between over-the-counter, prescription, and illegal drugs.

The student partially understands some of the simpler details and processes.

Score 0.0 Even with help, no understanding or skill demonstrated.

Unit 6: Conflict Resolution and Violence Prevention

Desired Results

Standards	Big Ideas	
Priority: ME.4.A.8	Resolving conflicts independently or with a mediator	
Supporting: ME.4.E.8	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Strategies can be used to resolve conflict both independently and with a mediator.	<i>Students will consider...</i> What strategies can I use to resolve conflict by myself? How do I know when I will need a mediator to help solve a conflict?
Learning Objectives		
<p><i>Students will...</i></p> <p>List intervention skills to prevent conflicts from becoming violent.</p> <p>Identify the appropriate time to find a mediator to resolve conflicts.</p> <p>Construct proper responses to conflict situations.</p>		
Unit Duration:		
One week		

Course: Health 8	
Unit Title: Conflict Resolution and Violence Prevention	
Priority Standards: ME.4.A.8	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none"> • Construct proper responses to conflict situations. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do:

	<ul style="list-style-type: none"> Identify the appropriate time to find a mediator to resolve conflicts. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> List intervention skills to prevent conflicts from becoming violent. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Physical Education Course Overview	
Grade level(s): 9-12	Credits earned: 0.5
Course Rationale	Course Description
It provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.	This course fulfills the Physical Education .5 credit for graduation. The Physical Education program is designed to improve the students' 4 elements of fitness. Cardiovascular endurance, muscular strength, muscular endurance, and flexibility will all be tested. Emphasis is placed on active participation and positive social interaction during fitness and sport activities.
Big Ideas	
Lifetime activities, Individual-performance activities, Components of fitness, Safe participation in physical activity	
Priority Missouri Learning Standards	
S1.H1.L2 Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall game or target games). S1.H3.L2 Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.	

S4.H5.L1 Applies best practices for participating safely in physical activity, exercise and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

Physical Education
Desired Results

Standards	Big Ideas	
Priority: S1.H1.L2 S1.H3.L2 S4.H5.L1	<i>Students will understand that...</i> Lifetime activities Individual-performance activities Components of fitness Safe participation in physical activity	
Supporting: S2.H1.L2 S3.H4 S3.H5.L2 S3.H6.L2 S3.H10.L2 S3.H11.L2 S4.H3.L2 S4.H4.L2 S4.H5.L1 S5.H1.L1 S5.H2.L2 S5.H3.L1 S5.H4.L2	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Lifetime activities include a variety of different movements that improve health. Muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises help maintain a healthy weight and decrease the chances of disease. Safety precautions should be taken during physical activity.	<i>Students will consider...</i> What strategies are needed to perform physical activity? What are the 5 components of fitness? What are safety guidelines?
Learning Objectives		

Students will...

Identify lifetime activities.

Participate in lifetime activities.

Identify the five components of fitness.

Explain the five components of fitness.

Improve the five components of fitness.

Know the safety rules for different activities.

Demonstrate the safety rules for different activities.

Use equipment appropriately.

Use appropriate attire and footwear as they relate to specific activities.

Unit Duration:

Ongoing

Fitness Walking
Course Overview

Grade level(s): 9-12	Credits earned: 0.5
Course Rationale	Course Description
Fitness Walking provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.	This course fulfills the Physical Education .5 credit for graduation. This course is designed for students to improve cardio-vascular fitness by walking. This course is completely activity based and suggested for those who are self-motivated. Various walking activities and assessments will be used throughout the class. Students will be expected to walk 2-3 miles per class period (8-12 laps on the track). This class is outdoors; therefore, students should be prepared to walk in any type of weather.
Big Ideas	
Physical Fitness, Health and Wellness, Lifetime Activities	
Priority Missouri Learning Standards	
S1.H1.L2 Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games) S4.H5.L2 Identify potential safety issues in a physical activity setting. Apply injury recognition and basic rehabilitation practice.	

Fitness Walking
Desired Results

Standards	Big Ideas	
Priority S1.H1L2 Supporting S4.H5L2	Physical Fitness Health and Wellness Lifetime Activities	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Walking is a lifetime activity that improves health. Physical Fitness improves one's overall health and wellness throughout their lifetime.	<i>Students will consider...</i> What is a daily walking goal? What strategies are needed to perform physical activities?
Learning Objectives		
<i>Students will...</i> Demonstrate proper walking technique. Complete daily walking distance goal. Complete fitness walking and physical activities that develop and maintain the 5 components of physical fitness (e.g., muscular strength, muscular endurance, cardiovascular, endurance, and flexibility).		
Unit Duration:		
Ongoing		

Strength Training
Course Overview

Grade level(s): 9-12	Credits earned: 0.5
Course Rationale	Course Description
Strength Training provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime. Students will develop techniques of lifting and other strength and conditioning movements.	This course fulfills the Physical Education .5 credit for graduation. In our Strength training course, students will gain a general understanding of resistance training and functional movement concepts. The students will be given the opportunity to increase their knowledge and experience with movements to improve overall physical fitness and emotional health for all students throughout their lives.
Big Ideas	
Components of Health-Related Fitness, Movement Concepts, Safety	
Priority Missouri Learning Standards	
S1.H3.L2 Demonstrates proficiency in performing activities that contribute to improving each of the 5 components of health-related fitness S4.H5.L1 Identify potential safety issues in a physical activity setting	

Strength Training
Desired Results

Standards	Big Ideas	
Priority: S1.H3.L2 S4.H5.L1	Components of Health-Related Fitness Movement Concepts Safety	
Supporting: S1.H1.L2 S2.H1.L2 S2.H3.L1 S3.H7.L2 S3.H11.L2 S3.H12.L2 S3.H13.L2 S5.H4.L2	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> The 5 components of health-related fitness can be improved by performing activities. Fitness requires proper workout attire and an understanding of spotting techniques.	<i>Students will consider...</i> What are the 5 components of health-related fitness? What are important safety concerns in the weight room?
Learning Objectives		
<i>Students will...</i> Identify the components of health-related fitness utilized in each exercise. Give examples of how each component of health-related fitness affects our overall health. Understand the importance of a program that keeps muscular strength balanced and healthy. Demonstrate proper spotting techniques to improve safety. Understand how to personalize a plan based on fitness goals using different movement concepts.		
Unit Duration:		

Ongoing

Outdoor Education *Course Overview*

Grade level(s): 11-12

Credits earned: 0.5

Course Rationale

Outdoor Education provides moral, ethical & safety regulations for all leisure & recreational activities.

Course Description

Outdoor Education will provide basic information on hunting ethics, regulations and safety without the use of firearms, fishing skills & ethics as well as fish identification that will include multiple in class fishing trips, camping & outdoor survival methods. Students will participate in the Missouri Boater Safety Education course- students will have the opportunity to attain their lifetime boater safety certification.

Big Ideas

Components of Moral & ethical Ideas in leisure activities, Components of safety procedures for outdoor activities

Priority Missouri Learning Standards

S4.H2.L2 Examines moral and ethical conduct in specific competitive situations.

S4 H5.L2 Identify potential safety issues in a physical activity setting. Apply injury recognition and basic rehabilitation practice.

Outdoor Education
Desired Results

Standards	Big Ideas	
Priority: S4.H2.L2 S4 H5.L2 Supporting: S1.H1.L2 S2.H5.L2	Components of moral and ethical ideas in leisure activities Components of safety procedures for outdoor activities	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Participating in some leisure activities requires participants to follow a moral and ethical code to preserve the quality of those activities. The equipment used in leisure activities needs to be used properly and safely.	<i>Students will consider...</i> What does it mean to be an ethical angler? How does an ethical hunter handle a downed game? What are the rules for handling a firearm? What is required to receive a boater license? Why is it important for an angler to remove a hook properly?

Learning Objectives

Students will...

- Demonstrate how to handle fish properly.
- Demonstrate how to handle fish equipment safely.
- Demonstrate boater safety, hauling a boat, launching a boat, and rules of the "road."
- Demonstrate how to handle game, travel, where to shoot
- Demonstrate gun safety, cleaning, pointing, handling, loading, unloading.
- Identify and define campground ethics.

Identify and define how to take care of the environment.

Unit Duration:

Ongoing

Core Conditioning *Course Overview*

Grade level(s): 9-12

Credits earned: 0.5

Course Rationale

Core Conditioning provides students with the knowledge, variety of skills, and confidence to be physically active for a lifetime.

Course Description

This course fulfills the Physical Education .5 credit for graduation. The core conditioning class will provide students the opportunity to participate in power walking, yoga, Pilates, plyometrics, resistance training, boot-camps, individual app workouts, kickboxing, and other lifetime fitness activities. Each student will assess and evaluate their personal fitness levels to set personal goals toward developing and monitoring a healthy level of fitness and lifestyle.

Big Ideas

Lifetime activities, Individual-performance activities, Components of fitness

Priority Missouri Learning Standards

S1.H1.L2 Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)
 S1.H3.L2 Demonstrates proficiency in performing activities that contribute to improving each of the five components of health-related fitness.

Core Conditioning
Desired Results

Standards	Big Ideas	
Priority: S1.H1.L2 S1.H3.L2	Lifetime activities Individual-performance activities Components of fitness	
Supporting: S2.H1.L2 S4.H4 S4.H5 S5.H2	Enduring Understandings <i>Students will understand that...</i> Lifetime activities include a variety of different movements that improve health. Muscular strength, muscular endurance, flexibility, and cardiovascular endurance exercises help maintain a healthy weight and decrease the chances of disease.	Essential Questions <i>Students will consider...</i> What strategies are needed to perform physical activity? What are the five components of fitness?
Learning Objectives		

Students will...

Identify the five components of fitness.

Explain the five components of fitness.

Improve the five components of fitness.

Identify and participate in Lifetime activities.

Unit Duration:

Ongoing

Team Sports *Course Overview*

Grade level(s): 9-12

Credits earned: 0.5

Course Rationale

Team Sports provides students with the knowledge, skills, and confidence to be physically active for a lifetime.

Course Description

Team sports will provide fitness concepts, and an introduction to a variety of sports/activities. This course will include the basic fundamentals of the sports/activities, including skills, rules, and terminology.

Big Ideas

Lifetime Activities, Individual-performance activities

Priority Missouri Learning Standards

S1.H1. Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games)

Team Sports
Desired Results

Standards	Big Ideas	
Priority: S1H1	Lifetime Activities Individual-performance activities	
Supporting: S2H1 S4H2 S1H3 S2H5 S4H5 S5H4	Enduring Understandings	Essential Questions
	Students will use individual performance activities in multiple team sports.	<i>Students will consider...</i> What are the rules of sports? What skills and techniques must you know to compete in a sport?
Learning Objectives		

Students will...

Know and apply the rules of sports.

Know and apply the strategies of sports.

Know and apply the etiquette of sports.

Demonstrate skills needed to play games.

Unit Duration:

Ongoing

Recreational Games *Course Overview*

Grade level(s): 10-12

Credits earned: 0.5

Course Rationale

Recreational Games gives students the knowledge, skills, and confidence to participate in various lifetime activities.

Course Description

This course is a fee-based elective course that introduces students to bowling, golf, and other recreational activities. Students will travel by bus to a local bowling alley and golf driving range to learn the fundamentals of the activities, including rules and terminology.

Big Ideas

Recreational lifetime activities, Individual performance activities.

Priority Missouri Learning Standards

S1.H1.L1 Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).

Rec Games
Desired Results

Standards	Big Ideas	
Priority: S1.H1.L1	Recreational lifetime activities Individual performance activities.	
Supporting: S4.H2.L1, S4.H5.L1, S2.H1.L1	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Lifetime activities to create a healthy lifestyle.	<i>Students will consider...</i> What is the importance of lifetime activities in maintaining a healthy lifestyle?
Learning Objectives		
<i>Students will...</i> Know the rules, strategies, and techniques for golf and bowling. Apply the rules, strategies, and techniques for golf and bowling.		
Unit Duration:		
Ongoing		

High School Physical Education Department Proficiency Scales

Course: Physical Education, Fitness Walking, Strength Training, Outdoor Education, CoreConditioning, Team Sports, Recreational Games

Priority Standards:

Standard 3: Monitor behaviors characterized by participation in activities associated with guidelines for enhancing health and reducing risk.

Score 4.0	Knowledge and inferences or applications beyond what was taught.	
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Students will combine appropriate attire for class activities with full participation and a complete understanding of the activity <p><i>The student exhibits no major errors or omissions</i></p>	<p>Sample Tasks (may include):</p> <ul style="list-style-type: none"> Proper technique Cooperation with teammates Using rules of play properly Actively engaged
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Students will combine appropriate attire for class activities along with demonstrating inconsistent participation and moderate understanding of the activity <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>	
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Students will demonstrate minimal participation and minimal understanding of the activity <p><i>The student partially understands some of the simpler details and processes.</i></p>	
Score 0.0	Even with help, no understanding or skill demonstrated.	

Course: Physical Education	
Unit Title: Fitness Testing	
Priority Standards: S1.H3.L2	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Completes fitness test with results in the Healthy Fitness Zone for age and gender for <ul style="list-style-type: none"> Mile Run Pacer Push Up Sit Ups/Curl Ups

	<ul style="list-style-type: none"> ○ Sit and Reach <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Completes fitness test moderately below the Healthy Fitness Zone for age and gender for <ul style="list-style-type: none"> ○ Mile Run ○ Pacer ○ Push Up ○ Sit Ups/Curl Ups ○ Sit and Reach <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Completes fitness test far below the Healthy Fitness Zone for age and gender for <ul style="list-style-type: none"> ○ Mile Run ○ Pacer ○ Push Up ○ Sit Ups/Curl Ups ○ Sit and Reach <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Health Course Overview	
Grade level(s): 9 - 12	Credits earned: 0.5
Course Rationale	Course Description

Our health program is vital to enhancing each student's overall well-being. Learning how to maintain a healthy lifestyle contributes to developing our students into healthy adults with the confidence and knowledge to make responsible choices.

This course provides an overview of mental and emotional health, healthy relationships, diseases, nutrition, and physical fitness. Our Health program will enhance the well-being of each student by bringing awareness to the overall development of our students into healthy and active adults. The course will give students the necessary knowledge and skills to make responsible health choices.

Big Ideas

Prevention Techniques, Treatments, Muscular System, Skeletal System, Maintaining Total Fitness, Personal Fitness Plans, Participate in Physical Activity, Key Nutrients, Well-Balanced Diet, Food Labels, Nutritional Needs, Nutritional Needs, Weight Management, Food Intake and Activity Levels, Prevention Techniques, Treatments, Immune System, Chemical Dependency, Abstinence*, Sexually Transmitted Infections*, Contraceptive Methods*, Effects of Teen Pregnancy*, Prenatal Care*, Societal Problems Affecting Teens*

Priority Missouri Learning Standards

ME.1.D.9-12 Analyze factors (e.g., time, cost, accessibility) and benefits (physical and psychological) related to regular participation in physical activity. Analyze present fitness levels to create a personal fitness plan which meets current and future needs necessary for the maintenance of total fitness.

FS.1.B.9-12 Investigate disorders, their treatment, and prevention techniques to maintain a healthy muscular system (e.g., muscular dystrophy, muscle cramps, tendonitis, muscle strains).

FS.1.C.9-12 Investigate disorders, their treatment, and prevention techniques to maintain a healthy skeletal system (e.g., osteoporosis, arthritis, sprain, scoliosis).

ME.2.A.9-12 Assess key nutrients and their specific functions and influences on body processes (e.g., disease prevention). Assess how nutritional needs change throughout the life cycle.

ME.2.C.9-12 Apply concepts using food labels to meet the dietary needs of individuals for a healthy lifestyle (e.g., diabetes, lactose intolerance, food allergies).

ME.2.E.9-12 Design a nutritional plan and fitness program based on the relationship between food intake and activity level with regard to weight management and healthy living (e.g., caloric intake, calorie expenditure, weight gain, weight maintenance, and safe weight loss).

FS.1.L.9-12 Investigate disorders, their treatments, and prevention techniques to maintain a healthy lymphatic/immune system (e.g., common cold, influenza, tonsillitis, strep throat).

RA.3.C.9-12 Evaluate the short and long term effects of alcohol, tobacco, and other substances on the body (e.g., changes in mood, thought processes, mental ability, coordination, reaction time) and draw conclusions on the impact of these substances on personal, social, and economic threats to society. Review healthy alternatives to substance use and investigate effective strategies to promote individual, family, and community health. Assess the risk of chemical dependency and locate available help if alcohol, tobacco, and other substance use becomes a problem. Evaluate personal risks for chemical dependency based upon personal, family, and environmental factors.

Human Sexuality Priority Missouri Learning Standards

** Indicates learning outcomes related to human sexuality Missouri Learning Standards. Families are provided an [opt-out form](#) by their student’s school.*

RA.1.D.9-12 Compare signs and symptoms of common sexually transmitted infections. Explain how sexually transmitted infections can affect an individual’s physical, social, mental/emotional, intellectual, professional, and economic well-being(e.g., HIV/AIDS sterility, Kaposi Sarcoma, pneumonia, PCP, stress, oral thrush, yeast infections).

RA.1.F.9-12 Analyze and evaluate how teen pregnancy and parenting can impact personal, family, and societal perspectives (e.g., dropout, low self-esteem, abandonment, and economics). Investigate and analyze the cause and effect relationship between obtaining prenatal care and the health of the mother and baby (e.g., nutrition, alcohol and tobacco consumption, physical activity, age, other drug use)and it’s effects on the unborn child (e.g., leg deformities, retardation, learning disabilities, addiction, low birth weight). Evaluate the progression of reliability of various contraceptive methods from most reliable to least reliable (e.g., abstinence, barrier methods, oral methods, surgical methods, injectable methods, implants).

RA.2.A.9-12 Describe and analyze methods that can be effective in preventing societal problems affecting teens (e.g., rape, assault, homicide, and other personal safety risks, gangs).

Unit 1: Physical, Intellectual, Emotional, and Social Health

Desired Results

Standards	Big Ideas
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<p>Priority: ME.1.D.9-12 FS.1.B.9-12 FS.1.C.9-12</p> <p>Supporting: FS.1.A.9-12 FS.1.E.9-12 FS.1.G.9-12 FS.1.H.9-12 FS.1.J.9-12 FS.1.K.9-12 FS.2.A.9-12 F.2.B.9-12 FS.2.C.9-12 ME.3.B.9-12 ME.3.C.9-12 ME.4.A.9-12 ME.4.D.9-12 ME.4.E.12 RA.2.B.9-12 RA.2.C.9-12 RA.2.D.9-12 RA.3.A.9-12 RA.4.A.9-12 RA.4.B.9-12</p>	<p>Prevention Techniques Treatments Muscular System Skeletal System Maintaining Total Fitness Personal Fitness Plans Participate in Physical Activity</p>	
	Enduring Understandings	Essential Questions
	<p><i>Students will understand that...</i> Different muscle groups and exercises work for specific muscle groups. We can care for our bodies and apply strategies to prevent injuries. Skeletal injuries have effective treatments. Maintaining a healthy lifestyle involves creating a fitness plan based on goals and experience.</p>	<p><i>Students will consider...</i> What are some prevention techniques and treatments to maintain a healthy Muscular System? What is the primary function of the Muscular System? What are some prevention techniques and treatments to maintain a healthy Skeletal System? What is the primary function of the Skeletal System? What are some benefits of maintaining overall total fitness? Why would someone create a personal fitness plan? What purpose does physical activity play in a healthy lifestyle?</p>

Learning Objectives

Students will...

- Identify and define terminology such as cardiac, smooth, and skeletal.
- Know the different muscle groups in the Muscular System.
- Explain the relationship between the different muscle groups in the Muscular System.
- Give examples of exercises for the skeletal muscle group.
- Identify the types of nutrients that repair muscles.
- Describe how nutrients help repair muscles.
- Identify muscular injuries.
- Describe how to prevent muscular injuries.
- Give treatment options for specific muscle injuries.
- Identify and define terminology such as ligaments, tendons, and cartilage.
- Identify the major bones in the body.
- Give examples of different problems with the skeletal system.
- Describe how nutrients help strengthen bones.
- Identify skeletal injuries.
- Describe how to prevent skeletal injuries.
- Give treatment options for specific skeletal injuries.
- Identify the benefits of overall fitness.
- Describe how physical fitness impacts each body system.
- Analyze how physical fitness benefits mental health.
- Create a personal physical fitness plan that fits their lifestyle goal.

Unit Duration:

Four weeks

Course: Health

Unit Title: Physical, Intellectual, Emotional, and Social Health

Priority Standards: ME.1.D.9-12, FS.1.B.9-12, FS.1.C.9-12	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Give treatment options for specific muscle injuries. ● Give treatment options for specific skeletal injuries. ● Analyze how physical fitness benefits mental health. ● Create a personal physical fitness plan that fits their lifestyle goal. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Describe how to prevent muscular injuries. ● Describe how to prevent skeletal injuries. ● Describe how physical fitness impacts each body system. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Identify muscular injuries. ● Identify skeletal injuries. ● Identify the benefits of overall fitness. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 2: Nutrition
Desired Results

Standards	Big Ideas
Priority: ME.2.A.9-12 ME.2.C.9-12 ME.2.E.9-12	Key Nutrients Well-Balanced Diet Food Labels Nutritional Needs Nutritional Needs

Supporting: ME.2.B.9-12 ME.2.D.9-12 ME.3.A.9-12	Weight Management Food Intake and Activity Levels	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> The body needs key nutrients to perform at an optimum level. Creating a well-balanced nutrition plan involves key nutrients. There are proper ways to read a food label and understand the nutritional contents of foods.	<i>Students will consider...</i> What are the functions of the different nutrients in the body? What are the benefits of a well-balanced diet? What information should we look for when looking at food labels? What are the functions of the different vitamins and minerals the body needs to function properly? What is the importance of appropriate amounts of fat in a diet? What are some influences affecting dietary choices?
Learning Objectives		
<i>Students will...</i> Give examples of foods containing Proteins, Carbohydrates, and Fats. Differentiate between Macronutrients and Micronutrients. Explain the effects Macronutrients and Micronutrients have on the body. Analyze why nutrients change throughout the life cycle. Create a well-balanced nutrition plan based on their fitness/health goals. Give examples of foods containing different vitamins and minerals. Compare the benefits of Micronutrients. Analyze why Micronutrients can play a vital role throughout the life cycle. Read a food label and understand the nutritional contents of foods.		

Unit Duration:
Four weeks

Course: Health	
Unit Title: Nutrition	
Priority Standards: ME.2.A.9-12, ME.2.C.9-12, ME.2.E.9-12	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Analyze why nutrients change throughout the life cycle. Create a well-balanced nutrition plan based on their fitness/health goals. Read a food label and understand the nutritional contents of foods. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Explain the effects Macronutrients and Micronutrients have on the body. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Give examples of foods containing Proteins, Carbohydrates, and Fats. Differentiate between Macronutrients and Micronutrients. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 3: Communicable Disease

Desired Results

Standards	Big Ideas
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Priority: FS.1.B.9-12 Supporting: ME.1.A.9-12 ME.1.B.9-12 RA.1.A.9-12 RA.1.B.9-12 RA.1.C.9-12	Prevention Techniques Treatments Immune System	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> There are effects of a weakened immune system and effective ways to maintain a strong immune system.	<i>Students will consider...</i> What are some prevention techniques and treatments to maintain a healthy Immune System? What is the main function of the Immune System?
Learning Objectives		
<i>Students will...</i> Identify and define terminology: pathogen, antigens, bacteria, virus. Understand how the immune system fights off infections. Understand that the immune system's response depends on the pathogen it is fighting. Identify how to prevent a weakened immune system. Understand the immune system's function and describe ways to maintain a healthy immune system.		
Unit Duration:		
Three weeks		

Course: Health	
Unit Title: Communicable Diseases	
Priority Standards: FS.1.B.9-12	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will know/do:

	<ul style="list-style-type: none"> Understand the function of the immune system and be able to describe ways to maintain a healthy immune system. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Understand the immune system's response depends on the pathogen it is fighting. Identify how to prevent a weakened immune system. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> Identify and define terminology: pathogen, antigens, bacteria, virus. Understand how the immune system fights off infections. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Unit 4: Alcohol, Tobacco, and all other Drugs

Desired Results

Standards	Big Ideas	
Priority: RA.3.C.9-12 Supporting: RA.3.B.9-12	Chemical Dependency	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Substance use can have adverse effects on relationships. There are physical and psychological damages of chemical dependency and abuse.	<i>Students will consider...</i> How do alcohol and drugs affect the body?
Learning Objectives		

Students will...

List the physical effects of Alcohol, Tobacco, and prescription drugs.

Determine different physical impairments from the use of substances.

Evaluate the psychological and physiological effects of chemical dependency and abuse.

Unit Duration:

Three weeks

Course: Health

Unit Title: Alcohol, Tobacco, and all other drugs

Priority Standards: RA.3.C.9-12

Score 4.0 Knowledge and inferences or applications beyond what was taught.

Score 3.0 The student will know/do:

- Evaluate the psychological and physiological effects of chemical dependency and abuse.

The student exhibits no major errors or omissions

Score 2.0 The student will know/do:

- Determine different physical impairments from the use of substances.

The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.

Score 1.0 The student will know/do:

- List the physical effects of Alcohol, Tobacco, and prescription drugs.

The student partially understands some of the simpler details and processes.

Score 0.0 Even with help, no understanding or skill demonstrated.

Unit 5: Human Sexuality*

Desired Results

Standards

Big Ideas

<p>Priority: RA.1.D.9-12 RA.1.F.9-12 RA.2.A.9-12</p>	<p>Abstinence Sexually Transmitted Infections Contraceptive Methods Effects of Teen Pregnancy Prenatal Care Societal Problems Affecting Teens</p>	
	<p>Enduring Understandings</p>	<p>Essential Questions</p>
	<p><i>Students will understand that...</i> There is a difference between viral and bacterial transmitted infections and their transmission. Sexually transmitted diseases affect mental, emotional, and physical well-being. There are impacts of teen pregnancy. Some contraceptive methods are more reliable than others. Abstinence is the preferred choice of behavior in relation to all sexual activity because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity. Teens can use management strategies to deal with problems they face.</p>	<p><i>Students will consider...</i> What's the difference between viral infections and bacterial infections? What are the different ways diseases can be transmitted? What effects do sexually transmitted diseases have on the body and mental well-being? How do contraceptive methods compare? How does teen pregnancy affect mental and social health? How does prenatal care affect unborn children? How can understanding societal problems effectively prevent you from being in an unsafe position?</p>
<p>Learning Objectives</p>		

Students will...

Identify and define HIV/AIDS and common sexually transmitted infections.

Determine short-term and long-term physical effects of contracting sexually transmitted infections.

Determine mental and emotional struggles from contracting sexually transmitted infections.

Identify different types of contraceptive methods.

Compare the reliability of various types of contraceptive methods.

Identify abstinence as the preferred choice of behavior in relation to all sexual activity because it is the only method that is 100 percent effective in preventing pregnancy, sexually transmitted diseases, and the emotional trauma associated with adolescent sexual activity.

Give examples of adverse effects on a newborn caused by poor prenatal care.

Analyze the personal impact derived from teen pregnancy.

Recognize risky behaviors.

Define consent, sexual harassment, and sexual violence.

Differentiate between sexual harassment and sexual violence.

Create strategies to avoid unsafe positions.

Unit Duration:

Three weeks

Course: Health	
Unit Title: Sexual Education*	
Priority Standards: RA.1.D.9-12, RA.1.F.9-12, RA.2.A.9-12	
Score 4.0	Knowledge and inferences or applications beyond what was taught.
Score 3.0	The student will know/do: <ul style="list-style-type: none">● Create strategies to avoid unsafe positions. <i>The student exhibits no major errors or omissions</i>
Score 2.0	The student will know/do: <ul style="list-style-type: none">● Determine short-term and long-term physical effects of contracting sexually transmitted infections.● Compare the reliability of different types of contraceptive methods.● Recognize risky behaviors.

	<i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i>
Score 1.0	<p>The student will know/do:</p> <ul style="list-style-type: none"> ● Identify and define HIV/AIDS and common sexually transmitted infections. ● Identify abstinence as the only 100% reliable form of contraceptive method. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.

Sports Officiating Course Overview	
Grade level(s): 11-12	Credits earned: 0.5
Course Rationale	Course Description
The main components of Sports Officiating are using leadership strategies and sports knowledge to learn how to officiate in sports contests. We provide opportunities for students to be involved in and impact a sports community by getting certified to officiate a sport of their choice.	Sports Officiating is an elective course that focuses on the professional philosophy and professional requirements for officiating sports for athletic contests. Students will be provided with training and practical experience in officiating. This course will cover officiating baseball/softball, football, soccer, basketball, and volleyball. It is a fee-based course in which students take a certification exam for a sport of their choice to become MSHSAA certified.
Big Ideas	
Tactics and Strategies, Leadership Roles, Moral and Ethical Conduct	
Priority Missouri Learning Standards	

S4.H2.L2 Examines moral and ethical conduct in specific competitive situations(e.g., intentional fouls, performance-enhancing substances, gambling, current events in sports).
 S4.H3.L2 Assumes a leadership role (e.g., task or group leader, referee, coach) in a physical activity setting.
 S.2.H5. L2 Design and implement tactics and strategies appropriate for various activities

Technology Usage

The PE Department utilizes Ref Reps as part of its PE curriculum. RefReps website requires that all students under the age of 18 must have a [consent form](#) signed by a parent or legal guardian.

Tactics and Strategies
Desired Results

Standards	Big Ideas	
Priority: S4.H2.L2	Tactics and Strategies	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Referees need to be able to identify and apply tactics and strategies to officiate sports competitions. Officiating sports requires an understanding of the basic rules and strategies.	<i>Students will consider...</i> Why is it essential to have an in-depth knowledge of the sport you officiate? What knowledge of tactics and strategies are needed to officiate a sport?
Learning Objectives		

Students will...

Define and identify ball, strike, safe, outs, interference, balk, force outs, and tag outs in baseball/softball.

Define and identify holding, pass interference, touchdown, first down, and offsides for football.

Define and identify the goal, goal line, corners, corner kick, penalty area, yellow card, red card, and offsides for soccer.

Define and identify the block, steal, assist, box out, double dribble, travel, free throw, rebound, turnover, field goal, foul, jump ball, and 3-point line for basketball.

Define and identify the net, block, assist, pass, ace, serve, attack, net violation, and point for volleyball.

Describe and explain scoring for baseball/softball.

Describe and explain scoring for football.

Describe and explain scoring for soccer.

Describe and explain scoring for basketball.

Describe and explain scoring for volleyball.

Define and identify the objective, structure, and duration of a baseball/softball game.

Define and identify a football game's objective, structure, and duration.

Define and identify a soccer game's objective, structure, and duration.

Define and identify a basketball game's objective, structure, and duration.

Define and identify a volleyball game's objective, structure, and duration.

Define and identify positions in baseball/softball.

Define and identify positions in football.

Define and identify positions in soccer.

Define and identify positions in basketball.

Define and identify positions in volleyball.

Unit Duration:

Five weeks, ongoing

Leadership, Moral, and Ethical Conduct

Desired Results

Standards	Big Ideas	
Priority: S4.H3.L2 S.2.H5. L2	Leadership Roles Moral and Ethical Conduct	
	Enduring Understandings	Essential Questions
	<i>Students will understand that...</i> Officiating sports competitions requires controlling one's emotions. Officiating sports competitions require assertiveness in your decisions. A sports officiant manages their environment. Officiating sports requires teamwork and collaboration. Officiating sports requires an unbiased decision following the rules of play. A sports officiant has a significant impact on competitors' success.	<i>Students will consider...</i> How do you use self-control to overcome personal bias when officiating a contest? How does being assertive with your calls impact the environment? What might happen if calls are not consistent? What might happen if the official's decisions are not clear and concise? How do sports officials redirect a combative environment (fans, players, coaches)? To what extent does a sports officiant impact a game? Why is it important to put emotions aside when officiating a sports contest?
Learning Objectives		
<i>Students will...</i> Make a call in a timely manner. Formulate a response to a disagreement between two teams. Formulate a response to a coach or player who disagrees with your decision. Evaluate a referee's response to a combative environment. Understand how the officiant can impact the outcome of the game.		

Identify situations where bias could influence decisions.

Unit Duration:

Twelve weeks, ongoing

Course: Sports Officiating	
Priority Standards: <i>S4.H2.L2, S4.H3.L2 S.2.H5. L2</i>	
Score 4.0	Knowledge and inferences or applications beyond what was taught
Score 3.0	The student will know/do: <ul style="list-style-type: none">● Understand and explain how the officiant can impact the game's outcome.● Identify situations where bias could impact decisions. <p><i>The student exhibits no major errors or omissions</i></p>
Score 2.0	The student will know/do: <ul style="list-style-type: none">● Make a call in a timely manner.● Formulate a response to a disagreement between two teams.● Formulate a response to a coach or player who disagrees with your decision.● Evaluate a referee's response to a combative environment. <p><i>The student exhibits no major errors or omissions regarding simpler details and processes. However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</i></p>
Score 1.0	The student will know/do: <ul style="list-style-type: none">● Define and identify key terminology for baseball/softball, football, soccer, basketball, and volleyball.● Describe and explain scoring for baseball/softball, football, soccer, basketball, and volleyball.● Define and identify the objective, structure, and duration of a baseball/softball, football, soccer, basketball, and volleyball game.● Define and identify baseball/softball, football, soccer, basketball, and volleyball positions. <p><i>The student partially understands some of the simpler details and processes.</i></p>
Score 0.0	Even with help, no understanding or skill demonstrated.