










# MS Physical Education

## Maine Virtual Academy

UNITS (9/9 SELECTED)

SUGGESTED DURATION

 Unit 1: Back to School	<i>16 teaching days</i>
 Unit 2: Health, Wellness, & Fitness	<i>16 teaching days</i>
 Unit 3: Team Sports	<i>26 teaching days</i>
 Unit 4: Creative Arts & Winter Activities	<i>20 teaching days</i>
 Unit 5: Challenge & Advanced Fitness	<i>19 teaching days</i>
 Unit 6: Rhythm, Dance, & Basketball	<i>19 teaching days</i>
 Unit 7: Advanced Basketball & Racquet Sports	<i>15 teaching days</i>
 Unit 8: Golf & Ultimate Disc Sports	<i>17 teaching days</i>
 Unit 9: Traditional Games & Summer Preparation	<i>14 teaching days</i>

# Unit 1: Back to School

## MS Physical Education

### UNIT SUMMARY

In this unit, students learn how to take responsibility for their actions, work well with others, and show leadership while staying active. They'll create a personal movement plan, build teamwork through fun challenges, and practice solving conflicts respectfully. By the end, students will design a simple family fitness activity that shows how they can use what they've learned to stay healthy and connected in their community.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
4.1.6-8.E
Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.4.6-8.E
Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

# Unit 1: Back to School

## MS Physical Education

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Fitness Interest Survey

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1

**Description:** This self-assessment helps students reflect on their current activity levels, interests, goals, and needs so their PE teacher can design personalized and engaging fitness experiences for the semester.

#### STANDARDS

##### Maine - Grade 6-8 - Physical Education (2022)

4.1.6-8.E

Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.

### Online Teamwork Scenarios Worksheet

**Assessment Type:** Summative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK2 / DOK3

**Description:** This assessment presents real-life teamwork and inclusion scenarios where students explain how they would solve problems, communicate respectfully, and make physical activities fair and fun for everyone.

#### STANDARDS

##### Maine - Grade 6-8 - Physical Education (2022)

4.2.6-8a.E

Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

5.4.6-8.E

Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

### Adventure Learning Foundation

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1

**Description:** In this creative video assessment, students introduce themselves by showing and explaining 3-5 movements they enjoy, sharing what makes each one fun or meaningful to them.

# Unit 1: Back to School

## MS Physical Education

### Week 1: Adventure Learning Foundation Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students share their ideas about what makes a good teammate and reflect on lessons learned about collaboration and communication during group challenges.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
4.1.6-8.E
Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.4.6-8.E
Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

### Week 2 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment checks students' understanding of adventure values, cooperation, confidence, and conflict resolution skills through real-world physical activity scenarios.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
4.2.6-8b.E
Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.
5.3.6-8a.E
Describes how moving competently in a physical activity setting creates enjoyment.

# Unit 1: Back to School

## MS Physical Education

### Week 2: Community-Building & Values Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students share what makes their PE class feel safe and welcoming while explaining a personal value - such as respect, kindness, or empathy - that supports a positive and inclusive learning environment.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
4.1.6-8.E
Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.4.6-8.E
Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

### Week 3 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment checks students' understanding of home exercise safety, hazard prevention, and personal responsibility in setting and maintaining safe fitness goals.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
4.3.6-8.E
Uses safe practices when engaging in physical education activities without prompting.
4.1.6-8.M
Demonstrates personal responsibility by using a variety of appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.

# Unit 1: Back to School

## MS Physical Education

### Week 3: Safety & Personal Responsibility Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students explain why safety rules matter in PE and share a personal example of how they help maintain a safe environment for themselves and others during physical activities.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
4.1.6-8.E
Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.4.6-8.E
Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

### Week 4 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students show what they've learned about the physical, mental, and social benefits of regular activity, while exploring how to lead and participate in inclusive family and community fitness experiences.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
5.1.6-8.E
Identifies and compare health benefits and physical activities.
3.6.6-8.E
Identifies and/or participates in physical activities at school, home, and/or in the community.

# Unit 1: Back to School

## MS Physical Education

### Week 4: Active Engagement & Leadership Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students reflect on what leadership means in PE and share a personal example of demonstrating perseverance, responsibility, or positive influence during a challenging activity.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
4.1.6-8.E	
	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
4.2.6-8a.E	
	Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.4.6-8.E	
	Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

## Unit 2: Health, Wellness, & Fitness

### MS Physical Education

#### UNIT SUMMARY

In this unit, students explore staying healthy and strong by learning about movement, nutrition, sleep, and stress. They'll practice skills like tracking their heart rate, planning workouts, and choosing healthy foods to support exercise. By the end, students will be able to build their own personal wellness plan to help them live healthy lives.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
3.6.6-8.E
Identifies and/or participates in physical activities at school, home, and/or in the community.
5.1.6-8.E
Identifies and compare health benefits and physical activities.
3.1.6-8b.E
Identifies and/or classifies exercises and physical activities for each health-related fitness components
3.3.6-8.E
Uses training principles to improve fitness or sport performance.
3.1.6-8a.M
Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).
2.1.6-8.E
Applies advanced movement concepts to enhance game play/activities.
1.3.6-8.E
Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.
2.2.6-8.E
Explains when and why strategies and tactics are utilized in game play and activities.

## Unit 2: Health, Wellness, & Fitness

### MS Physical Education

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 5 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate how the four pillars of health work together by applying knowledge of nutrition, exercise safety, sleep, and stress management to real-life family and personal wellness situations.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
5.1.6-8.E
Identifies and compare health benefits and physical activities.
3.6.6-8.E
Identifies and/or participates in physical activities at school, home, and/or in the community.

## Week 5: Four Pillars of Health (Physical, Mental, Social, Emotional) Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students identify which pillar of health - physical activity, nutrition, sleep, or stress management - they find most important and explain how participation in PE supports growth and balance in that area.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
3.1.6-8b.E
Identifies and/or classifies exercises and physical activities for each health-related fitness components
3.6.6-8.E

## Unit 2: Health, Wellness, & Fitness

### MS Physical Education

Identifies and/or participates in physical activities at school, home, and/or in the community.

5.1.6-8.E

Identifies and compare health benefits and physical activities.

## Week 6 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of the five components of fitness, heart rate monitoring, and FITT principles by applying them to real-life exercise planning and performance situations.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

3.1.6-8b.E

Identifies and/or classifies exercises and physical activities for each health-related fitness components

3.3.6-8.E

Uses training principles to improve fitness or sport performance.

## Week 6: Fitness Knowledge & Heart Rate Training Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students explain why monitoring heart rate matters during exercise and share one thing they've learned about how the heart supports overall fitness and well-being.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.3.6-8.E

Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.

2.1.6-8.E

Applies advanced movement concepts to enhance game play/activities.

## Unit 2: Health, Wellness, & Fitness

### MS Physical Education

3.1.6-8a.E

Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.

3.1.6-8a.M

Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).

3.3.6-8.E

Uses training principles to improve fitness or sport performance.

## Week 7 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of stretching safety, flexibility improvement, and proper exercise form by applying concepts of dynamic and static stretching to real-life fitness situations.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

2.1.6-8.E

Applies advanced movement concepts to enhance game play/activities.

3.1.6-8a.E

Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.

## Week 7: Movement Concepts & Stretching Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students explain the importance of stretching before and after physical activity and share their favorite stretch or movement for preparing their body for exercise.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

## Unit 2: Health, Wellness, & Fitness

### MS Physical Education

3.1.6-8a.E

Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.

3.1.6-8a.M

Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).

3.1.6-8b.E

Identifies and/or classifies exercises and physical activities for each health-related fitness components

## Week 8 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of healthy eating for physical activity and essential teamwork concepts like spacing, communication, and defense in team sports.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.3.6-8.E

Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.

2.2.6-8.E

Explains when and why strategies and tactics are utilized in game play and activities.

## Week 8: Nutrition Integration & Team Concepts Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students explain how healthy eating supports performance and energy in PE or team activities and share one positive health choice they've made to support their overall well-being.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

3.1.6-8b.E

**Unit 2: Health, Wellness, & Fitness**

**MS Physical Education**

Identifies and/or classifies exercises and physical activities for each health-related fitness components

# Unit 3: Team Sports

## MS Physical Education

### UNIT SUMMARY

In this unit, students build their skills in flag football and soccer while also learning about mindfulness, teamwork, and gratitude. They'll explore how people from different cultures celebrate movement and traditions through games and activities. By the end, students will take part in a community project that shows how being active can support kindness, leadership, and mental health.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
2.2.6-8.E
Explains when and why strategies and tactics are utilized in game play and activities.
1.2.6-8.M
Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
5.1.6-8.E
Identifies and compare health benefits and physical activities.
4.2.6-8b.E
Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.
4.1.6-8.E
Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
5.4.6-8.E
Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

## Unit 3: Team Sports

### MS Physical Education

#### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 9 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of flag football fundamentals - including passing, catching, defense, and teamwork - by applying game situations to strategy and skill execution.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.E	
	Uses specialized skills that are refined and appropriate for modified game play.
2.2.6-8.E	
	Explains when and why strategies and tactics are utilized in game play and activities.

## Week 9: Flag Football Fundamentals Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students describe a flag football skill they've learned and how they practiced it while explaining how teamwork contributes to success and cooperation during a game.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.E	
	Uses specialized skills that are refined and appropriate for modified game play.
1.2.6-8.M	
	Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.E	
	Explains when and why strategies and tactics are utilized in game play and activities.
4.2.6-8b.E	

## Unit 3: Team Sports

### MS Physical Education

Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.

5.4.6-8.E

Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

## Week 10 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of soccer fundamentals - such as ball control, passing, positioning, teamwork, and sportsmanship - by applying skill and strategy concepts.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.2.6-8.M

Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.

4.2.6-8a.E

Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

## Week 10: Soccer Skills & Ball Control Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students share a soccer skill they've enjoyed learning and explain how ball control supports effective play, teamwork, and success during a game.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.2.6-8.E

Uses specialized skills that are refined and appropriate for modified game play.

1.2.6-8.M

## Unit 3: Team Sports

### MS Physical Education

Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.

2.2.6-8.E

Explains when and why strategies and tactics are utilized in game play and activities.

4.2.6-8a.E

Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

5.1.6-8.E

Identifies and compare health benefits and physical activities.

5.4.6-8.E

Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.

## Week 11 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of how physical activity supports both body and mind, explores cultural movement practices, and connects mindfulness and gratitude to overall wellness.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

5.1.6-8.E

Identifies and compare health benefits and physical activities.

4.2.6-8b.E

Analyzes conflicts that arise in competitive activities to determine the most appropriate ways of resolving the conflicts.

5.3.6-8a.E

Describes how moving competently in a physical activity setting creates enjoyment.

## Week 11: Gratitude & Mindful Movement Discussion

**Assessment Type:** Formative

## Unit 3: Team Sports

### MS Physical Education

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students share something they appreciate about PE and explain how mindfulness - staying calm and focused - helps them improve performance and enjoyment during movement activities.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
4.1.6-8.E	
	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
5.1.6-8.E	
	Identifies and compare health benefits and physical activities.

## Week 12 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of how to plan and lead inclusive physical activities that promote personal responsibility, effective communication, and positive social connections within families and communities.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
4.1.6-8.E	
	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
5.4.6-8.E	
	Demonstrates the importance of social interaction by following rules and encouraging others in various physical activities and games.
4.2.6-8a.M	
	Contrasts between appropriate and inappropriate strategies for communicating ideas and feelings.

## Unit 3: Team Sports

### MS Physical Education

## Week 12: Holiday Celebrations & Community Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students reflect on ways to celebrate and participate in PE activities so that everyone feels included and shares a fun, active holiday tradition that promotes connection and movement.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
4.1.6-8.E	
	Exhibits personal responsibility by using appropriate strategies to seek greater independence from adults, and reinforce positive behaviors, when completing assigned tasks.
5.1.6-8.E	
	Identifies and compare health benefits and physical activities.

## Unit 4: Creative Arts & Winter Activities

### MS Physical Education

#### UNIT SUMMARY

In this unit, students get creative with movement by learning fun circus skills, balance challenges, and winter activities they can do anywhere - even at home. They'll discover how movement can be a form of self-expression while working together to build routines and stay active during the colder months. By the end, students will set personal goals and make a plan to keep healthy habits going all winter long.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
5.3.6-8b.E
Identify how self-expression and physical activity are related.
4.2.6-8b.M
Understands the role of diversity in physical activity, respecting limitations, and strengths of members of a variety of groups.
1.1.6-8.E
Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.
2.1.6-8.E
Applies advanced movement concepts to enhance game play/activities.
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.
3.6.6-8.M
Participates in physical activities at school, home, and/or in the community.
5.4.6-8.M
Demonstrates the importance of social interaction by avoiding trash talk and playing in the spirit of activities and games.

# Unit 4: Creative Arts & Winter Activities

## MS Physical Education

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 13 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of rhythmic movement, balance, coordination, and advanced motor concepts by applying them to real-world circus arts and performance scenarios.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.1.6-8.E	
	Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.
2.1.6-8.E	
	Applies advanced movement concepts to enhance game play/activities.

## Week 13: Circus Arts & Balance Challenge Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students describe a circus or balance activity that challenged them and explain how they practiced to strengthen their balance, coordination, and confidence.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.1.6-8a.E	
	Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
3.6.6-8.M	
	Participates in physical activities at school, home, and/or in the community.
5.2.6-8.E	
	Applies strategies for overcoming individual challenges in a physical activity setting.

# Unit 4: Creative Arts & Winter Activities

## MS Physical Education

### Week 14 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate how to apply proper body positioning, safety, and adaptability when simulating winter sports indoors and develop creative strategies to stay active during challenging weather conditions.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.

### Week 14: Winter Wonderland Activities Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students share a winter-themed activity they've enjoyed in PD and explain how fun, seasonal games help them stay active, healthy, and motivated during colder months.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
3.6.6-8.M
Participates in physical activities at school, home, and/or in the community.
4.2.6-8b.M
Understands the role of diversity in physical activity, respecting limitations, and strengths of members of a variety of groups.

### Week 15 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

## Unit 4: Creative Arts & Winter Activities

### MS Physical Education

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate how movement can express identity, culture, and emotion while exploring the role of rhythm and creativity in promoting overall wellness and self-expression.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
5.3.6-8b.E	
	Identify how self-expression and physical activity are related.
1.1.6-8.M	
	Demonstrates rhythmic movement and patterns for different dances and activities.

## Week 15: Creative Movement & Self-Expression Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students explain how they express their personality through movement and share an example of being creative during a PE game or activity.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.6.6-8.M	
	Participates in physical activities at school, home, and/or in the community.
5.3.6-8b.E	
	Identify how self-expression and physical activity are related.

## Week 16 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of how to set SMART goals, create adaptable exercise plans, and use positive, growth-minded strategies to overcome challenges and stay active long-term.

#### STANDARDS

## Unit 4: Creative Arts & Winter Activities

### MS Physical Education

Maine - Grade 6-8 - Physical Education (2022)
3.4.6-8.E
Engages/follows a teacher created exercise plan demonstrating proper posture and technique when performing exercises.
5.2.6-8.M
Uses positive strategies when faced with a group challenge.

## Week 16: Goal Setting & New Year Planning Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** In this discussion, students identify a personal PE or health goal and describe one small, achievable step they can take toward reaching it, reinforcing responsibility and a growth mindset.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
3.6.6-8.M
Participates in physical activities at school, home, and/or in the community.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.
5.3.6-8b.E
Identify how self-expression and physical activity are related.

# Unit 5: Challenge & Advanced Fitness

## MS Physical Education

### UNIT SUMMARY

In this unit, students create their own physical challenges and learn how to move safely and effectively during exercise and games. They'll practice setting goals, improving their skills, and designing fun, inclusive activities that can be played anywhere. By the end, students will reflect on their progress, celebrate their growth, and support their classmates in staying active and positive.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
3.2.6-8.E
Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.
3.1.6-8a.M
Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).
3.3.6-8.E
Uses training principles to improve fitness or sport performance.
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
2.2.6-8.E
Explains when and why strategies and tactics are utilized in game play and activities.
1.3.6-8.E
Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.
2.1.6-8.M
Applies concepts from other content areas (i.e. physics, geometry) to movement skills.

# Unit 5: Challenge & Advanced Fitness

## MS Physical Education

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 17 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice and matching assessment helps students demonstrate their understanding of skill-related fitness components—such as agility, balance, and coordination—while applying growth mindset, perseverance, and adaptation strategies to create and evaluate physical challenges.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
3.2.6-8.E
Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.

## Week 17: Personal Challenge Design Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to reflect on their personal challenge experiences, apply problem-solving and skill-related fitness concepts, and demonstrate understanding through real-world examples of goal-setting, adaptation, and peer collaboration.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
3.2.6-8.E
Lists, defines, and explains skill-related fitness components and uses components in exercises and/or games.
5.2.6-8.E
Applies strategies for overcoming individual challenges in a physical activity setting.

## Week 18 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

## Unit 5: Challenge & Advanced Fitness

### MS Physical Education

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of correct exercise form, safety practices, and ways to measure intensity and mental wellness, reinforcing the connection between physical activity and overall health.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.1.6-8a.M	
Demonstrates proper body positioning and/or technique when executing muscle strength, muscle endurance, and flexibility exercises while engaged in health-related fitness activities (ex. Tabata, exercise circuit, etc.).	
3.3.6-8.E	
Uses training principles to improve fitness or sport performance.	

## Week 18: Form & Technique Mastery Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment encourages students to reflect on their personal exercise experiences by analyzing form, monitoring intensity, and connecting movement to mental health outcomes, demonstrating self-awareness and applied understanding of fitness concepts.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.1.6-8a.E	
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.	
3.3.6-8.E	
Uses training principles to improve fitness or sport performance.	

## Week 19 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of striking techniques, teamwork, positioning, and inclusive modifications in spikeball/roundnet while applying problem-

# Unit 5: Challenge & Advanced Fitness

## MS Physical Education

solving and communication strategies to real-world game contexts.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
2.2.6-8.E
Explains when and why strategies and tactics are utilized in game play and activities.

## Week 19: Spikeball/Roundnet Fundamentals Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment engages students in reflecting on their spikeball skill development, strategic decision-making, and creative game adaptations, demonstrating applied understanding of technique, teamwork, and problem-solving in real-world practice settings.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
2.2.6-8.E
Explains when and why strategies and tactics are utilized in game play and activities.

## Week 20 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their understanding of offensive and defensive positioning, communication, strategy, and how math, science, and language arts concepts support effective and inclusive gameplay in net and target games.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
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## Unit 5: Challenge & Advanced Fitness

### MS Physical Education

1.3.6-8.E

Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.

2.1.6-8.M

Applies concepts from other content areas (i.e. physics, geometry) to movement skills.

## Week 20: Advanced Game Analysis & Tournament Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to apply analysis, interdisciplinary thinking, and inclusive design by reflecting on game performance, connecting academic concepts to gameplay strategy, and demonstrating real-world understanding through creative tournament planning.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.3.6-8.E

Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.

2.1.6-8.M

Applies concepts from other content areas (i.e. physics, geometry) to movement skills.

# Unit 6: Rhythm, Dance, & Basketball

## MS Physical Education

### UNIT SUMMARY

In this unit, students explore how rhythm and music connect to movement through activities like jump rope, dance, and basketball. They'll learn how rhythm can improve their skills, coordination, and performance in sports and fitness. By the end, students will understand how music, movement, and culture work together to make physical activity more creative and fun.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.1.6-8.E
Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.
1.1.6-8.M
Demonstrates rhythmic movement and patterns for different dances and activities.
3.1.6-8b.E
Identifies and/or classifies exercises and physical activities for each health-related fitness components
1.1.6-8.A
Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group.
5.3.6-8b.M
Explain the relationship between self-expression and lifelong enjoyment through physical activity.
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
1.4.6-8.E
Demonstrates basic skills in individual performance or outdoor lifetime activities.

# Unit 6: Rhythm, Dance, & Basketball

## MS Physical Education

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 21 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment helps students demonstrate their knowledge of rhythm, coordination, body positioning, and endurance by applying proper jump rope techniques, movement patterns, and fitness tracking strategies to real-life exercise situations.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.1.6-8.E
Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.

## Week 21: Jump Rope & Cardiovascular Rhythm Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment invites students to reflect on their rhythmic movement, skill progression, and endurance development through jump rope activities, demonstrating applied understanding of coordination, pacing, and cardiovascular improvement in a real-world fitness context.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.1.6-8.E
Demonstrates rhythmic movement and patterns with emphasis in keeping the beat.
3.1.6-8a.E
Demonstrates body positioning and/or technique when performing muscle strength, muscle endurance, and flexibility exercises.

# Unit 6: Rhythm, Dance, & Basketball

## MS Physical Education

### Week 22 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' understanding of rhythm, tempo, pacing, and flow in exercise design—evaluating how they apply musical timing, smooth transitions, and consistent movement patterns to create effective, rhythm-based fitness routines.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.1.6-8.M
Demonstrates rhythmic movement and patterns for different dances and activities.
3.1.6-8b.E
Identifies and/or classifies exercises and physical activities for each health-related fitness components

### Week 22: Rhythmic Fitness & Pace Maintenance Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment encourages students to apply rhythm and pacing concepts to real workouts by reflecting on their ability to synchronize movement with music, design flowing exercise routines, and maintain consistent tempo across different activity types.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.1.6-8.M
Demonstrates rhythmic movement and patterns for different dances and activities.
3.1.6-8b.E
Identifies and/or classifies exercises and physical activities for each health-related fitness components

### Week 23 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

# Unit 6: Rhythm, Dance, & Basketball

## MS Physical Education

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to demonstrate rhythm and timing in choreography, express personal and cultural meaning through dance, and understand how creative movement supports both fitness and self-expression.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.1.6-8.A
Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group.
5.3.6-8b.M
Explain the relationship between self-expression and lifelong enjoyment through physical activity.

## Week 23: Cultural Dance & Creative Expression Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to demonstrate cultural understanding and creative expression by researching traditional dances, choreographing original movement sequences, and reflecting on how cultural meaning and self-expression enhance the enjoyment and purpose of physical activity.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.1.6-8.A
Exhibits command of rhythm and timing by creating a movement sequence as an individual or in a group.
5.3.6-8b.M
Explain the relationship between self-expression and lifelong enjoyment through physical activity.

## Week 24 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to demonstrate and modify core basketball skills—such as dribbling, shooting, passing, and positioning—while applying safe, inclusive, and creative adaptations for practice in various environments.

# Unit 6: Rhythm, Dance, & Basketball

## MS Physical Education

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.E	
	Uses specialized skills that are refined and appropriate for modified game play.
1.4.6-8.E	
	Demonstrates basic skills in individual performance or outdoor lifetime activities.

## Week 24: Basketball Skills & Modified Play Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment engages students in reflecting on their basketball skill development and problem-solving by analyzing dribbling, shooting form, or game modifications that demonstrate applied learning and adaptation of core techniques in real or home practice settings.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.E	
	Uses specialized skills that are refined and appropriate for modified game play.
1.4.6-8.E	
	Demonstrates basic skills in individual performance or outdoor lifetime activities.

# Unit 7: Advanced Basketball & Racquet Sports

## MS Physical Education

### UNIT SUMMARY

In this unit, students build their game skills through basketball and learn the basics of pickleball. They'll practice teamwork, strategy, and coordination while exploring how math connects to movement and gameplay. By the end, students will show leadership and cooperation through fun challenges and family-friendly activities.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>	
1.3.6-8.M	
	Performs basic offensive and defensive movement skills for games, sports, or physical activities.
2.2.6-8.M	
	Demonstrates game strategies and tactics at appropriate times and using appropriate methods.
3.6.6-8.M	
	Participates in physical activities at school, home, and/or in the community.
2.1.6-8.A	
	Utilizes complex movement principles to evaluate and improve performance.
1.2.6-8.E	
	Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.A	
	Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
1.2.6-8.A	
	Executes complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A	
	Applies appropriate game strategies and tactics during game play and activities.

# Unit 7: Advanced Basketball & Racquet Sports

## MS Physical Education

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 25 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' understanding of basketball movement, positioning, and game strategy—emphasizing decision-making, communication, and inclusive play in both standard and modified game settings.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.3.6-8.E
Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.
2.2.6-8.M
Demonstrates game strategies and tactics at appropriate times and using appropriate methods.

## Week 25: Advanced Skills & Game Leadership Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to demonstrate applied understanding of basketball strategy, movement, and leadership by reflecting on offensive/defensive execution, in-game decision-making, and inclusive game organization that showcase both skill development and tactical thinking.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.3.6-8.E
Demonstrates basic offensive and defensive movement skills for games, sports, or physical activities.
2.2.6-8.M
Demonstrates game strategies and tactics at appropriate times and using appropriate methods.

## Week 26 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

# Unit 7: Advanced Basketball & Racquet Sports

## MS Physical Education

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to integrate mathematical and scientific principles into home-based and community physical activities, demonstrating creativity, collaboration, and personal responsibility in maintaining an active lifestyle.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.6.6-8.M	
	Participates in physical activities at school, home, and/or in the community.
2.1.6-8.A	
	Utilizes complex movement principles to evaluate and improve performance.

## Week 26: Math, Movement, & Cooperation Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment encourages students to connect mathematics, physical activity, and cooperation by reflecting on how they applied problem-solving, data analysis, and teamwork in real-world or home-based fitness experiences that integrate academic and physical learning.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
2.1.6-8.A	
	Utilizes complex movement principles to evaluate and improve performance.
3.6.6-8.M	
	Participates in physical activities at school, home, and/or in the community.

## Week 27 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to demonstrate and adapt key pickleball skills—such as striking, serving, positioning, and teamwork—while applying inclusive strategies and modifications for home, family, or small-space play.

# Unit 7: Advanced Basketball & Racquet Sports

## MS Physical Education

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.A
Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

## Week 27: Pickleball Skills & Cooperative Play Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to demonstrate understanding of pickleball fundamentals, modifications, and sportsmanship by reflecting on their skill development, creative game adaptations, and cooperative behaviors that promote inclusive and positive gameplay experiences.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.A
Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

## Week 28 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' ability to execute complex movement combinations, sustain rallies, and apply appropriate strategies and sportsmanship in both competitive and modified pickleball settings.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
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# Unit 7: Advanced Basketball & Racquet Sports

## MS Physical Education

1.2.6-8.M

Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.

2.2.6-8.A

Applies appropriate game strategies and tactics during game play and activities.

## Week 28: Advanced Pickleball & Strategic Play Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment evaluates students' ability to apply advanced pickleball skills and strategic thinking by reflecting on complex movement execution, tactical shot selection, and leadership or sportsmanship during organized or modified competitive play.

### STANDARDS

#### Maine - Grade 6-8 - Physical Education (2022)

1.2.6-8.A

Executes complex combinations of movements specific to at least two game, sport, or physical activities.

2.2.6-8.A

Applies appropriate game strategies and tactics during game play and activities.

# Unit 8: Golf & Ultimate Disc Sports

## MS Physical Education

### UNIT SUMMARY

In this unit, students explore precision and team sports like mini golf, disc games, and flag rugby in fun, creative ways. They'll design their own mini golf courses, practice disc throwing and catching, and learn teamwork through adapted games they can play anywhere. By the end, students will build strategy, sportsmanship, and creativity while discovering new ways to stay active at home or school.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.4.6-8.M
Performs basic skills in individual performance or outdoor lifetime activities.
5.3.6-8a.M
Identifies why self-selected physical activities create enjoyment
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.
1.2.6-8.A
Executes complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A
Applies appropriate game strategies and tactics during game play and activities.
1.3.6-8.A
Applies offensive and defensive movement skills for at least two games, sports or physical activities that contribute to successful participation.
4.2.6-8a.A
Exemplifies well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

# Unit 8: Golf & Ultimate Disc Sports

## MS Physical Education

### ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

## Week 29 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to apply foundational golf skills, demonstrate course strategy, and design engaging, self-selected golf activities that promote personal growth, creativity, and enjoyment.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.4.6-8.M
Performs basic skills in individual performance or outdoor lifetime activities.
5.3.6-8a.M
Identifies why self-selected physical activities create enjoyment

## Week 29: Golf Skills & Course Design Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment engages students in demonstrating golf skill development and creative problem-solving by reflecting on putting technique, designing mini golf courses with available materials, and exploring how self-selected, personally meaningful activities enhance motivation and enjoyment in physical fitness.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)
1.4.6-8.M
Performs basic skills in individual performance or outdoor lifetime activities.
5.3.6-8a.M
Identifies why self-selected physical activities create enjoyment

## Week 30 Quiz

**Assessment Type:** Formative

# Unit 8: Golf & Ultimate Disc Sports

## MS Physical Education

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment evaluates students' ability to demonstrate and adapt Ultimate disc skills, apply cooperative strategies, and uphold Spirit of the Game principles emphasizing integrity, respect, and teamwork in both competitive and modified play settings.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

## Week 30: Ultimate Skills & Spirit of the Game Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment allows students to demonstrate understanding of Ultimate disc skills and ethical gameplay by reflecting on their throwing and catching development, application of Spirit of the Game principles, and use of cooperation and communication to create fair, inclusive, and enjoyable competition experiences.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.E
Uses specialized skills that are refined and appropriate for modified game play.
4.2.6-8a.E
Uses well-developed cooperation skills to accomplish group goals in both cooperative and competitive situations.

## Week 31 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' understanding of how to execute complex

# Unit 8: Golf & Ultimate Disc Sports

## MS Physical Education

skill combinations, apply offensive and defensive strategies, and adapt Ultimate disc gameplay for space, skill level, and inclusive participation.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.M
Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A
Applies appropriate game strategies and tactics during game play and activities.

## Week 31: Ultimate Game Application & Strategy Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment measures students' ability to integrate complex Ultimate disc skills and apply tactical strategies by reflecting on coordinated movement sequences, offensive and defensive decision-making, and creative game modification to promote inclusive, game-like learning experiences.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.A
Executes complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A
Applies appropriate game strategies and tactics during game play and activities.

# Unit 9: Traditional Games & Summer Preparation

## MS Physical Education

### UNIT SUMMARY

In this final unit, students have fun exploring classic street games and creative multi-sport activities that encourage lifelong fitness. They'll learn about the history of games like stickball, practice coordination and teamwork, and design a personal summer fitness plan. By the end, students will reflect on their growth, celebrate their achievements, and create healthy habits they can share with their families and community.

### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>	
1.2.6-8.A	
	Executes complex combinations of movements specific to at least two game, sport, or physical activities.
5.4.6-8.A	
	Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games.
2.2.6-8.A	
	Applies appropriate game strategies and tactics during game play and activities.
3.6.6-8.A	
	Creates a plan to be active at home or in community activities.
5.1.6-8.A	
	Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life.

# Unit 9: Traditional Games & Summer Preparation

## MS Physical Education

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

### Week 32 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' understanding of complex skill execution, strategy, and social interaction in striking and fielding games like stickball, emphasizing coordination, inclusion, and cultural connection through modified play experiences.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.M	
	Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
5.4.6-8.A	
	Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games.

### Week 32: Traditional Games & Social Connection Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment engages students in demonstrating both physical and social learning by reflecting on skill integration in striking and fielding games, exploring the cultural and historical roots of traditional games like stickball, and analyzing how these activities foster inclusion, leadership, and community connection through play.

#### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
1.2.6-8.M	
	Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
5.4.6-8.A	
	Demonstrates importance of social interaction by asking for help and helping others in various physical activities and games.

# Unit 9: Traditional Games & Summer Preparation

## MS Physical Education

### Week 33 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Drill & Practice (D&P)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' understanding of complex skill combinations, quick transitions, and position-specific strategies in modified multi-sport games that emphasize coordination, communication, and adaptable gameplay.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.M
Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A
Applies appropriate game strategies and tactics during game play and activities.

### Week 33: Multi-Sport Complexity and Strategic Positioning Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment evaluates students' ability to integrate complex coordination, positional understanding, and offensive-to-defensive transition strategies by reflecting on multi-sport gameplay experiences that require awareness, communication, and tactical decision-making in dynamic environments.

#### STANDARDS

<b>Maine - Grade 6-8 - Physical Education (2022)</b>
1.2.6-8.M
Demonstrates complex combinations of movements specific to at least two game, sport, or physical activities.
2.2.6-8.A
Applies appropriate game strategies and tactics during game play and activities.

### Week 34 Quiz

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

# Unit 9: Traditional Games & Summer Preparation

## MS Physical Education

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This multiple-choice assessment measures students' understanding of how to design a comprehensive, balanced summer fitness plan that integrates health principles, family inclusion, community resources, and long-term wellness strategies.

### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.6.6-8.A	
	Creates a plan to be active at home or in community activities.
5.1.6-8.A	
	Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life.

## Week 34: Summer Planning & Fitness Reflection Discussion

**Assessment Type:** Formative

**Assessment Tier:** Authentic Performance (AP)

**Assessment Level (DOK):** DOK1 / DOK2 / DOK3 / DOK4

**Description:** This discussion assessment serves as a culminating reflection in which students design personalized summer fitness plans and evaluate their year-long growth by connecting physical activity to health, motivation, and lifelong wellness habits, demonstrating synthesis of course learning and self-directed application.






### STANDARDS

Maine - Grade 6-8 - Physical Education (2022)	
3.6.6-8.A	
	Creates a plan to be active at home or in community activities.
5.1.6-8.A	
	Explains the connections between health-related fitness and overall physical and mental health, and the positive impacts on the quality of life.

# MS Physical Education

Maine Virtual Academy

School Year 2025-2026 (Aug 25, 2025 - Jun 12, 2026)

UNIT	# OF TEACHING DAYS	DATES
 Unit 1: Back to School	16 teaching days	Aug 25 - Sep 19, 2025
 Unit 2: Health, Wellness, & Fitness	16 teaching days	Sep 22 - Oct 17, 2025
 Unit 3: Team Sports	26 teaching days	Oct 20 - Nov 25, 2025
 Unit 4: Creative Arts & Winter Activities	20 teaching days	Dec 1, 2025 - Jan 9, 2026
 Unit 5: Challenge & Advanced Fitness	19 teaching days	Jan 16 - Feb 12, 2026
 Unit 6: Rhythm, Dance, & Basketball	19 teaching days	Feb 23 - Mar 19, 2026
 Unit 7: Advanced Basketball & Racquet Sports	15 teaching days	Mar 23 - Apr 17, 2026
 Unit 8: Golf & Ultimate Disc Sports	17 teaching days	Apr 27 - May 22, 2026
 Unit 9: Traditional Games & Summer Preparation	14 teaching days	May 25 - Jun 12, 2026

# August

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Unit 1: Back to S...	26 Unit 1: Back to S...	27 Unit 1: Back to S...	28 Unit 1: Back to S...	29 Unit 1: Back to S...	30
31	1 Labor Day	2 Unit 1: Back to S...	3 Unit 1: Back to S...	4 Unit 1: Back to S...	5 Unit 1: Back to S...	6

## September

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 <b>Labor Day</b>	2 Unit 1: Back to S...	3 Unit 1: Back to S...	4 Unit 1: Back to S...	5 Unit 1: Back to S...	6
7	8 Unit 1: Back to S...	9 Unit 1: Back to S...	10 Unit 1: Back to S...	11 Unit 1: Back to S...	12 Unit 1: Back to S...	13
14	15 Unit 1: Back to S...	16 <b>Fall NWEA</b>	17 <b>Fall NWEA</b>	18 <b>Fall NWEA</b>	19 Unit 1: Back to S...	20
21	22 Unit 2: Health, W...	23 Unit 2: Health, W...	24 Unit 2: Health, W...	25 Unit 2: Health, W...	26 Unit 2: Health, W...	27
28	29 Unit 2: Health, W...	30 Unit 2: Health, W...	1 Unit 2: Health, W...	2 Unit 2: Health, W...	3 Unit 2: Health, W...	4

## October

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 Unit 2: Health, W...	30 Unit 2: Health, W...	1 Unit 2: Health, W...	2 Unit 2: Health, W...	3 Unit 2: Health, W...	4
5	6 MTY Testing	7 MTY Testing	8 MTY Testing	9 Unit 2: Health, W...	10 Unit 2: Health, W...	11
12	13 Indigenous Peoples Day	14 Unit 2: Health, W...	15 Unit 2: Health, W...	16 Unit 2: Health, W...	17 Unit 2: Health, W...	18
19	20 Unit 3: Team Sports	21 Unit 3: Team Sports	22 Unit 3: Team Sports	23 Unit 3: Team Sports	24 Unit 3: Team Sports	25
26	27 Unit 3: Team Sports	28 Unit 3: Team Sports	29 Unit 3: Team Sports	30 Unit 3: Team Sports	31 Unit 3: Team Sports	1

# November

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 3: Team Sports	28 Unit 3: Team Sports	29 Unit 3: Team Sports	30 Unit 3: Team Sports	31 Unit 3: Team Sports	1
2	3 Unit 3: Team Sports	4 Unit 3: Team Sports	5 Unit 3: Team Sports	6 Unit 3: Team Sports	7 Unit 3: Team Sports	8
9	10 Unit 3: Team Sports	11 Veterans Day	12 Unit 3: Team Sports	13 Unit 3: Team Sports	14 Unit 3: Team Sports	15
16	17 Unit 3: Team Sports	18 Unit 3: Team Sports	19 Unit 3: Team Sports	20 Unit 3: Team Sports	21 Unit 3: Team Sports	22
23	24 Unit 3: Team Sports	25 Unit 3: Team Sports	26 Thanksgiving Break	27 Thanksgiving	28 Thanksgiving Break	29
30	1 Unit 4: Creative A...	2 Unit 4: Creative A...	3 Unit 4: Creative A...	4 Unit 4: Creative A...	5 Unit 4: Creative A...	6

## December

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
30	1 Unit 4: Creative A...	2 Unit 4: Creative A...	3 Unit 4: Creative A...	4 Unit 4: Creative A...	5 Unit 4: Creative A...	6
7	8 Unit 4: Creative A...	9 Unit 4: Creative A...	10 Unit 4: Creative A...	11 Unit 4: Creative A...	12 Unit 4: Creative A...	13
14	15 Unit 4: Creative A...	16 Unit 4: Creative A...	17 Unit 4: Creative A...	18 Unit 4: Creative A...	19 Unit 4: Creative A...	20
21	22 Winter Break	23 Winter Break	24 Winter Break	25 Christmas Day	26 Winter Break	27 Winter Break
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3

# January

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break	1 New Year's Day	2 Winter Break	3
4	5 Unit 4: Creative A...	6 Unit 4: Creative A...	7 Unit 4: Creative A...	8 Unit 4: Creative A...	9 Unit 4: Creative A...	10
11	12	13 Winter NWEA	14 Winter NWEA	15 Winter NWEA	16 Unit 5: Challenge...	17
18	19 Martin Luther King, Jr. Day	20 Unit 5: Challenge...	21 Unit 5: Challenge...	22 Unit 5: Challenge...	23 Unit 5: Challenge...	24
25	26 Unit 5: Challenge...	27 Unit 5: Challenge...	28 Unit 5: Challenge...	29 Unit 5: Challenge...	30 Unit 5: Challenge...	31

## February

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 5: Challenge...	3 Unit 5: Challenge...	4 Unit 5: Challenge...	5 Unit 5: Challenge...	6 Unit 5: Challenge...	7
8	9 Unit 5: Challenge...	10 Unit 5: Challenge...	11 Unit 5: Challenge...	12 Unit 5: Challenge...	13 February Break	14 February Break
15 February Break	16 Presidents' Day	17 February Break	18 February Break	19 February Break	20 February Break	21
22	23 Unit 6: Rhythm, ...	24 Unit 6: Rhythm, ...	25 Unit 6: Rhythm, ...	26 Unit 6: Rhythm, ...	27 Unit 6: Rhythm, ...	28

## March

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2 Unit 6: Rhythm, ...	3 Unit 6: Rhythm, ...	4 Unit 6: Rhythm, ...	5 Unit 6: Rhythm, ...	6 Unit 6: Rhythm, ...	7
8	9 Unit 6: Rhythm, ...	10 Unit 6: Rhythm, ...	11 Unit 6: Rhythm, ...	12 Unit 6: Rhythm, ...	13 Unit 6: Rhythm, ...	14
15	16 Unit 6: Rhythm, ...	17 Unit 6: Rhythm, ...	18 Unit 6: Rhythm, ...	19 Unit 6: Rhythm, ...	20 March Break	21
22	23 Unit 7: Advanced...	24 Unit 7: Advanced...	25 Unit 7: Advanced...	26 Unit 7: Advanced...	27 Unit 7: Advanced...	28
29	30 Unit 7: Advanced...	31 Unit 7: Advanced...	1 Unit 7: Advanced...	2 Unit 7: Advanced...	3 Unit 7: Advanced...	4

# April

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
29	30 Unit 7: Advanced...	31 Unit 7: Advanced...	1 Unit 7: Advanced...	2 Unit 7: Advanced...	3 Unit 7: Advanced...	4
5	6 MEA Testing - Spring	7 MEA Testing - Spring	8 MEA Testing - Spring	9 MEA Testing - Spring	10 MEA Testing - Spring	11
12	13 Unit 7: Advanced...	14 Unit 7: Advanced...	15 Unit 7: Advanced...	16 Unit 7: Advanced...	17 Unit 7: Advanced...	18
19	20 April Break	21 April Break	22 April Break	23 April Break	24 April Break	25
26	27 Unit 8: Golf & Ulti...	28 Unit 8: Golf & Ulti...	29 Unit 8: Golf & Ulti...	30 Unit 8: Golf & Ulti...	1 Unit 8: Golf & Ulti...	2

# May

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
26	27 Unit 8: Golf & Ulti...	28 Unit 8: Golf & Ulti...	29 Unit 8: Golf & Ulti...	30 Unit 8: Golf & Ulti...	1 Unit 8: Golf & Ulti...	2
3	4 Unit 8: Golf & Ulti...	5 Spring NWEA	6 Spring NWEA	7 Spring NWEA	8 Unit 8: Golf & Ulti...	9
10	11 Unit 8: Golf & Ulti...	12 Unit 8: Golf & Ulti...	13 Unit 8: Golf & Ulti...	14 Unit 8: Golf & Ulti...	15 Unit 8: Golf & Ulti...	16
17	18 Unit 8: Golf & Ulti...	19 Unit 8: Golf & Ulti...	20 Unit 8: Golf & Ulti...	21 Unit 8: Golf & Ulti...	22 Unit 8: Golf & Ulti...	23
24	25 Memorial Day	26 Unit 9: Traditional...	27 Unit 9: Traditional...	28 Unit 9: Traditional...	29 Unit 9: Traditional...	30
31	1 Unit 9: Traditional...	2 Unit 9: Traditional...	3 Unit 9: Traditional...	4 Unit 9: Traditional...	5 Unit 9: Traditional...	6

## June

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
31	1 Unit 9: Traditional...	2 Unit 9: Traditional...	3 Unit 9: Traditional...	4 Unit 9: Traditional...	5 Unit 9: Traditional...	6
7	8 Unit 9: Traditional...	9 Unit 9: Traditional...	10 Unit 9: Traditional...	11 Unit 9: Traditional...	12 Unit 9: Traditional...	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4