



Fairbanks North Star Borough School District

Physical Education Curriculum



Grades K-12

Adopted April 15, 2025

Table of Contents

Acknowledgements	3
Philosophy & Mission Statements	4
Archived Courses.....	5
Explanation of Terms.....	6
Standards.....	6
K-12 Ongoing Learner Goals.....	7
Elementary Courses	8
Elementary Introduction	9
K-5 Motor Skills Progression	10
Suggested Sports & Activities for Elementary	13
Kindergarten – Grade 2.....	14
Grades 3 - 5	33
Middle School Courses	58
Middle School Introduction	59
Aquatics	60
Grade 6 PE	69
Grade 7 PE	90
Grade 8 PE	111
Integrated Health & PE 6.....	132
Integrated Health & PE 7.....	133
Integrated Health & PE 8.....	134
Middle School PE	135
High School Courses.....	136
High School Introduction.....	137
Graduation Requirements	138
Suggested Activities for High School PE	139
Fundamentals of PE	140
Fitness: Individual.....	153
Individual/ Team.....	163
Outdoor Education	170
Weight Training	175
Yoga.....	181

Acknowledgements

PE Curriculum Writers

Aaron Beardsley – North Pole High
David DeVaughn – West Valley High School
Katy Janega – Weller Elementary
Maria Morrison – Denali Elementary
Max Ott – Lathrop High School
Ann Rowley – North Pole Middle
Maggie Samson – Barnet Magnet School

PE Researchers

PE teachers met during professional development in October 2021 and August of 2022 to begin the research stage for PE curriculum.

Department of Teaching and Learning

Chane Beam – Executive Director of Teaching and Learning
Mackenzie Staiger – Curriculum Coordinator (elementary)
Tara DeVaughn – Curriculum Coordinator (secondary)
Michelle Daml (Curriculum Coordinator during research stage in 2021-2023.)
Rachel Reilly (Curriculum Coordinator during research stage in 2021-2023.)
Jennifer Morgan – Materials Development Specialist

We would also like to recognize

The Board Curriculum Committee, the Fairbanks North Star Board of Education, and the many teachers, administrators, parents, and community members who have provided input during the curriculum revision process.

Philosophy & Mission Statements

The goal of physical education, within a safe, respectful, and inclusive learning environment, is to empower the whole student through physical literacy by focusing on movement, problem solving, collaborative thinking, and teamwork for lifelong individual success. FNSBSD students will be confident in their ability to:

- Identify their preferred physical activity and its lifelong benefits.
- Build a foundation for the development and refinement of motor skills.
- Have the functional ability to develop social skills through peer interaction.
- Understand and value the importance of fitness for physical and mental health throughout their lifetime.

Archived Courses

The following courses have been removed from the Physical Education Curriculum and archived. If a teacher or school is interested in offering one of these courses in the future, they must fill out a pilot proposal form by the deadline listed on the [district website](#); the course may be offered, with Teaching and Learning and superintendent approval. If the school would like to look at the old curriculum for the course, they should contact Teaching and Learning at teachingandlearning@k12northstar.org or (907) 452-2000 ext. 11422.

Archived courses:

- Integrated Health & PE 7-8
- Dance
- Integrated Fundamentals of Health & PE
- Fencing
- Fitness: Outdoor Pursuits
- Fitness: Team
- Individual: Outdoor Pursuits
- Team: Outdoor Pursuits

Explanation of Terms

Alaska Cultural Standards:

Standards endorsed by the State Board of Education that serve to encourage enrichment of the content standards. They are used as a guide to ensure that schools are aware of and sensitive to their surrounding physical and cultural environments.

Society of Health & Physical Education (SHAPE):

SHAPE America's National Standards define what a student should know and be able to do as result of a quality physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Performance Indicators:

Articulate more specific goals that lead toward progress of the standard.

Standards

The Physical Education Curriculum is aligned to the SHAPE standards (revised 2024).

K-12 Ongoing Learner Goals

These goals incorporate the standards of the Society of Health & Physical Education (SHAPE). They should be incorporated regularly throughout all physical education instruction. Mastery is not assigned to a specific grade level or course.

- **Standard 1:** Develops a variety of motor skills.
- **Standard 2:** Applies knowledge related to movement and fitness concepts.
- **Standard 3:** Develops social skills through movement.
- **Standard 4:** Develops personal skills, identifies personal benefits of movement, and chooses to engage in physical activity.

Elementary Courses



Grades K-5

Elementary Introduction

The goal of elementary Physical Education is for students, within a safe, respectful, and inclusive environment, to develop motor skills, apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

K-5 Motor Skills Progression

Society of Health and Physical Educators (SHAPE)

Standard 1: Develops a variety of motor skills

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Dribble (hand)	Using both hands, dribble a ball in self-space or general space.	Dribble a ball with dominant hand in self-space or general space.	Dribble a ball with right and left hand in self-space.	Dribble a ball with dominant hand while moving and with non-dominant hand while stationary.	Dribble a ball using mature motor pattern, with dominant hand while moving, and non-dominant while stationary.	Dribble a ball with right and left hand while moving.
Dribble (foot)	Move a ball with feet.	Dribble in general space.	Dribble, keeping ball close to body.	Dribble, keeping ball close to body while moving.	Dribble a ball with right and left foot while moving around stationary obstacles.	Dribble a ball while moving, using a mature motor pattern.
Catch	Bounce and catch an object.	Catch a tossed or bounced object without moving from self-space.	Catch a tossed or bounced object without moving from self-space.	Catch a variety of self-tossed objects.	Catch a variety of objects using a mature motor pattern.	Demonstrate both one- and two-handed catches at different levels.
Kick	Kick a stationary ball.	Kick a stationary object using dominant foot.	Kick a variety of stationary objects using an approach.	Kick a variety of objects both moving and stationary, using an approach.	Attempt a variety of kicks.	Demonstrate a variety of kicks.
Strike	Strike an object using side body orientation.	Strike, showing side orientation and proper grip, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a stationary object, using a variety of equipment.	Step toward and strike a moving object, using a variety of equipment.	Step toward and strike a moving object using proper side orientation and mature motor pattern, with a variety of equipment.
Throw	Throw a variety of objects with dominant arm.	Throw an object underhand and overhand.	Throw an object showing opposition and proper weight transfer.	Throw an object showing opposition, weight transfer, and follow-through.	Throw an object toward a target with follow-through, using a mature motor pattern.	Throw an object toward a target with accuracy using a mature motor pattern.

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Volley	Volley with hands or paddle/racket.	Volley a lightweight object with hands.	Volley a lightweight object with hands or paddle/racket.	Volley a lightweight object, using hands, with a partner.	Volley a tossed object back to a partner with hands, arms, or equipment, using a mature motor pattern.	Volley a tossed object, with control, back and forth to a partner with hands, arms, or equipment.
Jump	• Jump from two feet to two feet. • Hop on dominant foot.	• Hop on either foot. • Leap from one foot to the other, landing with bent knees. • Jump a turned rope.	• Jump for height and distance. • Jump a self-turned rope forward and backward.	• Travel while jumping a rope. • Perform beginning jump roping skills.	• Perform a jumping sequence that utilizes different body shapes during flight. • Jump rope 1-3 minutes while performing beginning jump rope skills.	• Run into, jump, and run out of turning rope. • Jump rope 3-5 minutes while performing beginning and intermediate jump rope skills. • Jump, landing with control catch while jumping.
Rhythm	Repeat a basic rhythmic pattern.	Repeat a basic rhythmic pattern.	• Follow a combination of rhythmic movements. • Jump rhythmically.	Follow a variety of rhythmic movements to music.	Incorporate a variety of equipment with rhythmic movement and patterns.	• Turn a long rope with a partner, using an even rhythm. • Incorporate a variety of equipment with rhythmic movement and patterns. • Move in sequenced patterns while keeping time

Category	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Locomotor	Walk, run, gallop, skip, hop, leap, and slide	Walk, run, skip, hop, leap, jump, and slide while moving in a group	Perform locomotor skills using a mature motor pattern	Move at different speeds, levels, and directions, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern	Move at different speeds, levels, and directions in game situations, using a mature motor pattern
Balance	Balance using different combinations of body parts as support	Travel on low equipment; perform simple balance on equipment	Travel on low equipment; perform simple balance on equipment	Perform a balance sequence using stationary and traveling balance; balance with a partner	Perform a balance sequence on a mat using stationary and traveling balances; balance with a partner; balance on boxes, stilts, boards, skates, or beams	Perform a balance sequence on a mat using stationary and traveling balances with and without equipment
Rolling	Perform a rocking motion	Perform log roll and egg roll going from right to left	Perform a forward roll	Perform a backward shoulder roll	Perform forward, backward, shoulder, and sideways rolls	Combine forward, backward, and sideways rolls into a sequence
Weight Transfer	Travel on a combination of body parts	Transfer weight to hands while hanging on apparatus or performing simple stunts	Transfer weight from feet to other body parts while traveling	Transfer weight from feet to hands to feet from a standing position (i.e., cartwheel)	Combine transfer of weight, rolling, and balance into a sequence on mats	Combine transfer of weight, rolling, and balance into a sequence on mats and/or apparatus

Suggested Sports & Activities for Elementary

Block A	Block B	Block C	Block D	Block E	Block F	Block G	Block H
Back to School Basics	Throwing/ Catching, Rolling, & Dribbling	Dribbling, Kicking, & Trapping	Striking/ Volleying with & without Implements	Fitness & PE Related Health	Balance, Flexibility, & Tumbling	Rhythm/ Individual Activities	Native Youth Olympics (NYO)
Activities may include, but are not limited to:							
• Rules and Routines/ Good Sportsmanship & Teamwork • Classroom Management • Tag games (chasing and fleeing) • Locomotor Skills (running, skipping, galloping, shuffling, leaping, hopping and jumping) • Parachute Activities & Games • Recess Games	• Kickball • Softball • Bowling • Football • Frisbee Golf • Hula Hut/ Castle Knockdown • Team Handball • Ultimate Frisbee • Flag Football • Target Games: ○ Bowling ○ Golf ○ Archery Golf ○ Bocce Ball ○ Darts ○ Shuffleboard	• Basketball • Soccer • Kickball • Hacky Sack	• Badminton • Broomball • Golf • Gaga pit • Field Hockey • Foursquare • Pickleball • Table Tennis • Tennis • Wallball • Volleyball	• Dance • Fitness/ Fitness testing • Nutrition • Resistance Training (e.g. partner-applied, exercise bands, weights) • Rope Jumping • Walk/Jog/Run • Heart Health • Five Components of Physical Fitness	• Gymnastics • Circus skills: (Juggling, yoyo, balance) • Martial Arts • Obstacle Course • Parkour • Yoga/ Flexibility • Mindfulness	• Outdoor Activities: ○ Climbing ○ Cross-Country Skiing ○ Fitness Walking ○ Hiking ○ Ice Skating ○ Orienteering ○ Rollerblading/ Roller Skating ○ Ropes Course ○ Snowshoeing ○ Wilderness ○ Skills ○ Track and Field • Dance • Cardio Drumming • Jump	• NYO (Native Youth Olympics)

Kindergarten – Grade 2

Course Introduction:

Physical Education for Kindergarten through 2nd grade students should be a safe, respectful, and inclusive environment where students develop motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
• Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. ○ Block A ○ Block B ○ Block C ○ Block D Feel free to substitute sports or activities that are not listed here: • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary	• Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. ○ Block E ○ Block F ○ Block G ○ Block H Feel free to substitute sports or activities that are not listed here: • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Back to School Basics

Suggested Teaching Time: 1 – 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules & Routines/ Good Sportsmanship & Teamwork	2.2.7, 2.2.10, 2.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.8	- Recognizes the importance of stretching before and after physical activity. - Recognizes physiological changes in their body during physical activities. - Recognizes food and hydration choices that provide energy for physical activity. - Recognizes the opportunity for physical activity within physical education class. - Recognizes the feelings of others during a variety of physical activities. - Demonstrates ability to encourage others. - Uses communication skills to share space and equipment. - Responds appropriately to directions and feedback from the teacher. - Demonstrates respectful behaviors that contribute to positive social interactions in movement. - Describes why following rules is important for safety and fairness. - Makes safe choices with physical education equipment. - Discusses problems and solutions with teacher support in a physical activity setting. - Makes fair choices as directed by teacher. - Identifies and participates in physical activities representing different cultures.	OPEN Classroom Management - First two weeks: “My First Week of School PE Lesson Overview” (<i>YouTube</i>, The PE Specialist) - Rules and Expectations: “PE Rules and Procedures Overview During First Week of School” (<i>YouTube</i>, The PE Specialist) “The FUN Routine” (<i>OPEN</i>) “Partner Flip the Hoop” (<i>OPEN</i>) “Toss 3” (<i>OPEN</i>) “Soccer Tag” (<i>OPEN</i>) “Four Corner Boogie” (<i>OPEN</i>) “Tools for Learning Parachute Games” (<i>OPEN</i>) “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>) “Tools for Teaching Yoga and Mindfulness – Relaxation Reflection” (<i>OPEN</i>) “Tools for Teaching Yoga & Mindfulness – Fast to Slow” (<i>OPEN</i>)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Locomotor Skills	1.2.10, 1.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9	• Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher.	• Locomotor and Manipulative Skills – “Tools for Learning Locomotor & Manipulative Skills” (OPEN) • Instant Activities – “Tools for Teaching Instant Activities” (OPEN) • Warm UP – “Listen and Move” (YouTube, TheKidsCartoons) • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; <i>Wordpress</i>)
Tag Games	1.2.1, 1.2.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	• “Tools for learning Flag Tag Games” (OPEN) • “Tag Games” (The PE Shed) • “Tag Games for Kinder-5th! Fun and Easy to Play” (YouTube – PE with Coach Smith)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Recess Games	1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.2.11, 1.2.12, 1.2.13, 1.2.14	• Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a variety of non-dynamic practice tasks. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrate dribbling with feet in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.	• “Game Library” (Playworks) • “Active Recess” (OPEN)

Block B

Throwing/ Catching, Rolling & Dribbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.2.1, 1.2.8, 1.2.9, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• “Ghost Tossers” (OPEN) • “Make it, Take It” (underhand) (YouTube, PE4EveryKid) • Money in the Bank • Clean up your Backyard – “Not in my Backyard!” (YouTube, WestNewtonPE) • Oscar the Grouch – “https://www.youtube.com/watch?v=ztORP96G6zUPE Games: Oscars Trashcan” (YouTube, The PE Specialist) • “Flip the Hoop” (YouTube, Benjamin Pirillo) • “Beanbag Toss” (OPEN) • “Tools for Learning Ultimate Disc – Toss-Up” (OPEN) • “Backyard Games – Disc Golf” (OPEN) • “How to Throw a Frisbee and an Instant Activity for PE Lesson” (YouTube – The PE Specialist) • “Disc Slam” (OPEN) • “Van Meter Elem PE: Angry Birds Frisbee Throwing” (YouTube, Bart Jones) • “Frisbee Golf, Frolf, PE Frisbee Golf Lesson Plan” (YouTube, Matthew Hagy) • “Football Stations for PE Class with Modifications” (YouTube, PE with Coach Smith)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Games/ Activities	1.2.4, 1.2.7, 1.2.9, 1.2.10, 1.2.12, 2.2.1, 2.2.3, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	• Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression.	• “Pumpkin Patch Games – Ghost Tossers” (OPEN) • “Backyard Games – Backyard Bocce” (OPEN) • “Backyard Games – Beanbag Toss” (OPEN) • “Beanbag Bocce – Physical Education Game” (YouTube, Joey Feith)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Games/ Activities continued...		- Identifies physical activities that can meet the need for social interaction. - Lists ways that movement positively affects personal health. - Identifies preferred physical activities based on personal interests. - Recognizes individual challenges through movement. - Sets observable short-term goals. - Recognizes movement strengths and the need for practice for individual improvement. - Recognizes the opportunity for physical activity within physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Rolling and Bowling	1.2.1, 1.2.7, 2.2.1, 2.2.3, 2.2.4, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6,	- Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. - Demonstrates rolling a ball in a variety of non-dynamic practice tasks. - Recognizes personal space and where to move in general space. - Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. - Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. - Recognizes the feelings of others during a variety of physical activities. - Demonstrates ability to encourage others - Uses communication skills to share space and equipment. - Responds appropriately to directions and feedback from the teacher. - Demonstrates respectful behaviors that contribute to positive social interactions in movement. - Describes why following rules is important for safety and fairness. - Makes safe choices with physical education equipment.	- Pin Down Shuffle – “Bowling Rolling Games K-2” (YouTube, JSU HealthAndPhysicalEducation) Pin Down - Bowling – “Bowling in PE” (YouTube, Paul Stewart) “Bowling Unit Ideas” (YouTube, PE with Coach Smith) “Aerobic Bowling” (YouTube, PE4EveryKid)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Rolling and Bowling continued...	4.2.7, 4.2.8, 4.2.10	• Discusses problems and solutions with teacher support in a physical activity setting. • Makes fair choices as directed by teacher. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Block C

Dribbling, Kicking, & Trapping

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Ball Handling Skills (throwing, catching, & dribbling)	1.2.1, 1.2.6, 1.2.8, 1.2.9, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. • Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes movement strengths and the need for practice for individual improvement.	• <i>OPEN</i> Ball Handling and Dribbling Skills – “Games for Learning Ball Handling & Dribbling Skills” (<i>OPEN</i>) • “Bubble Breakers” (<i>OPEN</i>) • “Walk the Dog” (<i>OPEN</i>) • “Dribble Fitness” (<i>OPEN</i>) • “7 Dribbles” (<i>OPEN</i>) • “Balance Ball” (<i>OPEN</i>) • “Wall Passing” (<i>OPEN</i>) • “Bounce and Catch” (<i>OPEN</i>) • “Tools for Learning Personal & Social Responsibility” (<i>OPEN</i>)
Foot Skills (kicking, dribbling, & trapping)	1.2.1, 1.2.10, 1.2.11, 2.2.1, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.2.7	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrates dribbling with feet in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Recognizes individual challenges through movement. • Recognizes movement strengths and the need for practice for individual improvement.	• <i>OPEN</i> Foot Skills Unit – “Tools for Learning Foot Skills” (<i>OPEN</i>) • “Soccer Stations: Kick Into Fun with 6 Soccer Activities for Elementary PE” (Cap’n Pete’s Power PE) • “PE Games: Soccer Noodle Tag” (The PE Specialist) • “Tools for Teaching with Limited Equipment – Race Base Kickball” (<i>OPEN</i>) • “Hacky Sack 101 with Mr. Jose” (YouTube, Boys & Girls Clubs of the Austin Area) • “How to Hacky Sack for Beginners with Scott” (YouTube, KickFire Classics)

Block D

Striking/ Volleying With and Without Implements

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volley	1.2.1, 1.2.4, 1.2.12, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	- Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. - Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. - Demonstrates striking with hands in a variety of non-dynamic practice tasks. - Recognizes personal space and where to move in general space. - Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. - Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. - Identifies the heart as a muscle that gets stronger with physical activity. - Recognizes the feelings of others during a variety of physical activities. - Demonstrates ability to encourage others. - Uses communication skills to share space and equipment. - Responds appropriately to directions and feedback from the teacher. - Makes safe choices with physical education equipment. - Recognizes movement strengths and the need for practice for individual improvement.	- Keepy Uppy – “Keep it Up” (OPEN) “Musical Balloon Bop” (OPEN) “Bull’s Eye” (OPEN) “Air Ball” (OPEN) “Net Ball” (OPEN) - Spike Ball – “Passing: Individual Challenges” (OPEN) “Station Day” (OPEN) - OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN)
Striking with Short Handed Implement	1.2.1, 1.2.4, 1.2.13, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	- Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. - Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. - Demonstrates striking with a short-handled implement in a variety of non-dynamic practice tasks. - Recognizes personal space and where to move in general space. - Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. - Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. - Identifies the heart as a muscle that gets stronger with physical activity. - Recognizes the feelings of others during a variety of physical activities. - Demonstrates ability to encourage others. - Uses communication skills to share space and equipment. - Responds appropriately to directions and feedback from the teacher. - Makes safe choices with physical education equipment. - Recognizes movement strengths and the need for practice for individual improvement.	“Paddle it Up” (OPEN) “Musical Paddle Bop” (OPEN) “Net Ball” (OPEN) “Station Day” (OPEN) - OPEN Volley Strike Unit – “Tools for Learning Volleying & Striking Skills” (OPEN) “Striking Balloons with Implements” (YouTube, The PE Specialist)

Block D continued...

Topic	Standard	Performance Indicators	Resources & Materials
Strike with Long Handed Implement	1.2.1, 1.2.4, 1.2.14, 2.2.1, 2.2.3, 2.2.4, 2.2.8, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.7	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks. • Recognizes personal space and where to move in general space. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Makes safe choices with physical education equipment. • Recognizes movement strengths and the need for practice for individual improvement.	• Hockey Stations – “Elementary PE Floor: Street Hockey Stations” (YouTube, Eric Swanburg) • “Floor Frenzy” (YouTube, PE4Everykid) • Hockey Drills – “It’s Floor Hockey Time!” (YouTube, The Activity Channel) • “Hockey Stations” (YouTube, PE with Coach Smith) • “5 Fun Striking with Implements Station Activities for PE Class” (The PE Specialist) • “Hockey Phys Ed Ideas with Foam Sticks” (YouTube, The Activity Channel) • “Striking Balloons with Implements” (YouTube, The PE Specialist)

Block E

Fitness and PE Related Health

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Jump Rope	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	• Demonstrates jumping and landing in a non-dynamic environment. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• “Jumping Stations” (<i>YouTube</i>, Julia Warner) • How to Teach Jump Rope – “How to Teach a 5 Year Old to Jump Rope” (<i>YouTube</i>, The PE Specialist) • Basics of Jump Rope – “Tools for Learning Jump Rope: Back to Basics” (<i>OPEN</i>) • “Elevate Your PE Class with 25 Jump Rope Tricks, Skills, and Essential Tips” (Cap’n Pete’s Power PE)

Block E continued...

Topic	Standard	Performance Indicators	Resources & Materials
Nutrition	2.2.1, 2.2.2., 2.2.11	- Recognizes personal space and where to move in general space. - Identifies simple strategies in chasing and fleeing activities. - Recognizes food and hydration choices that provide energy for physical activity.	“Instant Activities – Food is Fuel Tag” (OPEN) “Instant Activities – Harvest Tag” (OPEN) “Instant Activities – Whole Grain Scramble” (OPEN) “Instant Activities – Yum Yum Yum” (OPEN) “Instant Activities – Fuel Collector” (OPEN)
Heart Health/ Intro to Fitness	1.2.2, 1.2.16, 2.2.3, 2.2.5, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	- Demonstrates jumping and landing in a non-dynamic environment. - Demonstrates jumping rope in a non-dynamic environment. - Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. - Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. - Identifies physical activities that contribute to fitness. - Identifies the heart as a muscle that gets stronger with physical activity. - Recognizes that regular physical activity is good for their health. - Recognizes physiological changes in their body during physical activities. - Recognizes food and hydration choices that provide energy for physical activity. - Demonstrates the ability to encourage others. - Uses communication skills to share space and equipment. - Responds appropriately to directions and feedback from the teacher. - Demonstrates respectful behaviors that contribute to positive social interactions in movement. - Makes safe choices with physical education equipment. - Discusses problems and solutions with teacher support in a physical activity setting.	5 Components of Physical Fitness – “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) - OPEN Run for Fun – “Tools for Teaching Students to Run for Fun” (OPEN) - Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (OPEN) “A Fun and Active Game to Teach Health-Related Fitness Concepts” (Gopher Sports - PE Blog) “Instant Activities – Heart Tag” (OPEN)

Block E continued...

Topic	Standard	Performance Indicators	Resources & Materials
Heart Health/ Intro to Fitness continued...		• Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Block F

Balance, Flexibility, & Tumbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Balance, Flexibility, & Tumbling	1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.4, 3.2.7, 4.2.1, 4.2.5, 4.2.6, 4.2.10	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness • Demonstrates jumping and landing in a non-dynamic environment • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Makes safe choices with physical education equipment. • Identifies physical activities that can meet the need for self-expression. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• <i>OPEN</i> Gymnastics – “Tools for Learning Educational Gymnastics” (<i>OPEN</i>) • “Balance Tag” (<i>OPEN</i>) • “Kids Parkour” (<i>YouTube</i>, Parkour Generations) • “Parkour for Schools” (<i>YouTube</i>, Parkour Generations) • “Teaching Gymnastics Skills in Elementary PE” (<i>YouTube</i>, The PE Specialist) • “Teaching Gymnastics in PE – A Unit Intro Example” (<i>YouTube</i>, The PE Specialist) • “Tools for Learning Circus Arts – Basic Juggling” (<i>OPEN</i>)
Yoga	1.2.2, 1.2.3, 1.2.5, 1.2.16, 2.2.7, 3.2.2, 3.2.3, 3.2.7, 4.2.1, 4.2.6, 4.2.10	• Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates transferring weight on multiple body parts. • Demonstrates balancing on different body parts in a non-dynamic environment. • Demonstrates jumping rope in a non-dynamic environment. • Recognizes the importance of stretching before and after physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Makes safe choices with physical education equipment.	• <i>OPEN</i> Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (<i>OPEN</i>) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (<i>YouTube</i>, Cosmic Kids Yoga)

Block F continued...

Topic	Standard	Performance Indicators	Resources & Materials
Yoga continued...		- Identifies physical activities that can meet the need for self-expression. - Sets observable short-term goals. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful	

Block G

Rhythm/ Individual Activities

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Dance/ Cardio Drumming	1.2.1, 1.2.2, 1.2.5, 1.2.16, 2.2.1, 2.2.5, 3.2.4, 3.2.5, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4	- Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationships awareness. - Demonstrates jumping and landing in a non-dynamic environment. - Demonstrates balancing on different body parts in a non-dynamic environment. - Demonstrates jumping rope in a non-dynamic environment. - Recognizes personal space and where to move in general space. - Demonstrates knowledge of non-locomotor, locomotor and movement concepts used in dance and rhythms. - Responds appropriately to directions and feedback from the teacher. - Demonstrates respectful behaviors that contribute to positive social interactions in movement. - Identifies and participates in physical activities representing different cultures. - Identifies physical activities that can meet the need for self-expression. - Identifies physical activities that can meet the need for social interaction. - Lists ways that movement positively affects personal health. - Identifies preferred physical activities based on personal interests.	“Moving 8s” (OPEN) “The Hokey Pokey” (OPEN) “Pop See Ko” (OPEN) “The Dancing Duke of York” (OPEN) “The Birdy Dance” (OPEN) “Sitting Square Dance” (OPEN) “Kinder Polka” (OPEN) “Basic Cardio Drumming Moves” (Spark) “Cardio Drumming Activity for Grades K-5 – ‘Baby Shark’ Theme” (S & S Blog) - Drumtastic/ Drums Alive Curriculum

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field	1.2.1, 1.2.2, 2.2.1, 2.2.6, 2.2.7, 2.2.8, 2.2.9, 2.2.10, 2.2.11, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.10	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Recognizes the importance of stretching before and after physical activity. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes food and hydration choices that provide energy for physical activity. • Recognizes the feelings of others during a variety of physical activities. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Run for Fun – “Tools for Teaching Student to Run for Fun” (<i>OPEN</i>) • “Track and Field Skills: Enhancing PE with Track and Field Activities for Elementary Students” (Cap’n Pete’s Power PE)

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Outdoor Activities	1.2.1, 2.2.1, 2.2.6, 2.2.8, 2.2.9, 2.2.10, 3.2.1, 3.2.4, 3.2.6, 3.2.7, 3.2.8, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.10	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies physical activities that contribute to fitness. • Identifies the heart as a muscle that gets stronger with physical activity. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activities. • Responds appropriately to directions and feedback from the teacher. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Ideas: ○ Snowshoeing ○ Ice Skating ○ Hiking ○ Rock Climbing ○ Learn to Bike

Block H

NYO

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.2.1, 1.2.2, 2.2.6, 2.2.9, 2.2.10, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7, 3.2.8, 3.2.9, 3.2.10, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.6, 4.2.7, 4.2.8, 4.2.10	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates jumping and landing in a non-dynamic environment. • Identifies physical activities that contribute to fitness. • Recognizes that regular physical activity is good for their health. • Recognizes physiological changes in their body during physical activities. • Recognizes the feelings of others during a variety of physical activity. • Demonstrates ability to encourage others. • Uses communication skills to share space and equipment. • Responds appropriately to directions and feedback from the teacher. • Demonstrates respectful behaviors that contribute to positive social interactions in movement. • Describes why following rules is important for safety and fairness. • Makes safe choices with physical education equipment. • Discusses problems and solutions with teacher support in a physical activity setting. • Make fair choices as directed by teacher. • Identifies and participates in physical activities representing different cultures. • Identifies physical activities that can meet the need for self-expression. • Identifies physical activities that can meet the need for social interaction. • Lists ways that movement positively affects personal health. • Identifies preferred physical activities based on personal interests. • Recognizes individual challenges through movement. • Sets observable short-term goals. • Recognizes movement strengths and the need for practice for individual improvement. • Recognizes the opportunity for physical activity within physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• How to Videos for NYO – “Competitive Events” (<i>NYO Games Alaska</i>) • See Appendix for: ○ NYO Lesson Plan 1 ○ NYO Lesson Plan 2 ○ NYO Lesson Plan 3

Grades 3 - 5

Course Introduction:

Physical Education for third through fifth grade students should be a safe, respectful, and inclusive environment, where students develop and refine motor skills, learn to apply their knowledge of movement and fitness to different concepts, and develop social and personal skills. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students will learn self-confidence and self-efficacy in these areas through developmentally appropriate activities, which will contribute to a healthy lifestyle.

Adopted Textbook: *Spark PE* (New School Media) and [Online Physical Education Network \(OPEN\)](#)

Units (Recommended Order) Module Resource: OPEN	
Semester 1	Semester 2
• Block A is required every year. Then choose at least one topic from Blocks B, C, and D. Alternate the units in Blocks B, C, and D every year so different skills are covered. ○ Block A ○ Block B ○ Block C ○ Block D Feel free to substitute sports or activities that are not listed here: • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary	• Best practice is to review Block A, then choose at least one topic from Blocks E, F, G, and H. Alternate the units every year so different skills are covered. ○ Block E ○ Block F ○ Block G ○ Block H Feel free to substitute sports or activities that are not listed here: • K-5 Motor Skills Progression • Suggested Sports & Activities for Elementary

Block A

Back to School Basics

Suggested Teaching Time: 1-2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Rules & Routines/ Good Sportsmanship & Teamwork	2.5.9, 2.5.11, 2.5.13, 2.5.17, 3.5.2, 3.5.3, 3.5.4, 4.5.3, 4.5.9	• Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies the need for warm-up & cool-down relative to various physical activities. • Explains the benefits of physical activity. • Describes the impact of food and hydration choices on physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Describes how movement positively affects personal health. • Recognizes personally effective techniques that assist with managing one's emotions and behaviors in a physical activity setting. • Describes the perspective of others during a variety of activities. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world.	• First 2 weeks – “My First Week of School PE Lesson Overview” (YouTube, The PE Specialist) • Rules and Expectations – “PE Rules and Procedures Overview During First Week of School” (YouTube, The PE Specialist) • OPEN Classroom Management • Personal and Social Responsibility – “Tools for Learning Personal & Social Responsibility” (OPEN) • “Every Day is Game Day” (OPEN) • “Learning Growth Mindset with Minute to Win Challenges” (OPEN) • “Tools for Learning Personal & Social Responsibility” (OPEN) • “Tools for Learning Team Fitness Adventure” (OPEN) • “P.E. Games – Yoshi” (YouTube, PhysEdGames) • “Hungry Hippos PE Edition” (YouTube, Jacob Benson) • “Toxic Waste” (YouTube, GYM)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Locomotor/ Invasion	1.5.1, 2.5.1, 2.5.2, 2.5.3, 2.5.5, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.6, 4.5.5	• Combines varied locomotor skills in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates problem-solving strategies in a variety of games/activities. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates safe behaviors independently with limited reminders. • Makes choices that are fair according to activity etiquette. • Recognizes group challenges through movement.	• Yoshi – “PE Games – Yoshi” (<i>YouTube</i>, PhysEdGames) • OPEN Instant Activities • Any tag game • “Movement Wheel” (Montana State University: Josh Stanish’s Health Enhancement Notebook; <i>Wordpress</i>)
Tag Games	1.2.1, 1.2.4, 2.2.1, 2.2.2, 2.2.3, 2.2.4	• Demonstrates a variety of locomotor skills with the concepts of space, effort, and relationship awareness. • Demonstrates non-locomotor skills with the concepts of space, effort, and relationship awareness. • Recognizes personal space and where to move in general space. • Identifies simple strategies in chasing and fleeing activities. • Identifies movement concepts related to locomotor, non-locomotor, and manipulative skills. • Demonstrates knowledge of locomotor, non-locomotor, and manipulative skills in movement settings.	• “Tools for Learning Flag Tag Games” (OPEN) • “Tag Games” (The PE Shed) • “Tag Games for Kinder-5th! Fun and Easy to Play” (YouTube, PE with Coach Smith)

Block A continued...

Topic	Standard	Performance Indicators	Resources & Materials
Recess Games	1.2.6, 1.2.7, 1.2.8, 1.2.9, 1.2.10, 1.2.11, 1.2.12, 1.2.13, 1.2.14	• Demonstrates bouncing a ball in a variety of non-dynamic practice tasks. • Demonstrates rolling a ball in a variety of non-dynamic practice tasks. • Demonstrates catching in a variety of non-dynamic practice tasks. • Demonstrates throwing in a variety of non-dynamic practice tasks. • Demonstrates kicking a ball in a variety of non-dynamic practice tasks. • Demonstrate dribbling with feet in a variety of non-dynamic practice tasks. • Demonstrates striking with hands in a variety of non-dynamic practice tasks. • Demonstrates striking with a short-handled implement in a variety of non- dynamic practice tasks. • Demonstrates striking with a long-handled implement in a variety of non-dynamic practice tasks.	• “Game Library” (Playworks) • “Active Recess” (OPEN)

Block B

Throwing/ Catching, Rolling, & Dribbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Throwing and Catching	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement.	• Container Ball – “Physed Games – Container Ball” (YouTube, PhysEdGames) • Castle Ball – “PE Game – Castleball” (YouTube, PhysEdGames) • “Make it, Take It” (underhand) (YouTube, PE4EveryKid) • Money in the Bank • “Tools for Learning Ultimate Disc – Toss-Up” (OPEN) • “Backyard Games – Disc Golf” (OPEN) • “How to Throw a Frisbee and an Instant Activity for PE Lesson” (YouTube, The PE Specialist) • “Disc Slam” (OPEN) • “Van Meter Elem PE – Angry Birds Frisbee Throwing” (YouTube, Bart Jones) • “Frisbee Golf, Frolf, PE Frisbee Golf Lesson Plan” (YouTube, Matthew Hagy)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Rolling/ Bowling	1.5.1, 1.5.9, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.8, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.7	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Establishes goals related to enhancing fitness development. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Identifies movement strengths and opportunities for practice for individual improvement.	• Pin Down Shuffle – “Bowling Rolling Games K-2” (<i>YouTube</i>, JSU HealthAndPhysicalEducation) • Pin Down • Bowling – “Bowling in PE” (<i>YouTube</i>, Paul Stewart)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Target Sports	1.5.9, 1.5.10, 1.5.21, 2.5.4, 2.5.5, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7	• Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world.	• “Backyard Games” (OPEN) • Ideas: ○ Bowling ○ Golf ○ Archery ○ Frisbee Golf ○ Bocce Ball ○ Darts ○ Shuffleboard

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Flag Football	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates throwing in a variety of practice tasks. • Demonstrates catching in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities.	• “Flag Football” (OPEN) • “Tools for Learning Flag Tag Games” (OPEN) • “10 Fun U12 Flag Football Drills” (YouTube, YouGotMojo) • “10 Football Passing and Throwing Drills” (YouTube, YouGotMojo) • “P.E. Games – Eraser Football” (YouTube, PhysEdGames)

Block B continued...

Topic	Standard	Performance Indicators	Resources & Materials
Flag Football continued...		• Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Block C

Dribbling, Kicking, & Trapping

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Soccer Skills	1.5.1, 1.5.17, 1.5.18, 1.5.20, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Demonstrates dribbling with feet in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction.	• Soccer Skills – “Tools for Learning Soccer Skills” (OPEN)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Soccer Skills continued...		- Explains the rationale for one's choices related to physical activity based on personal interests. - Recognizes group challenges through movement. - Identifies movement strengths and opportunities for practice for individual improvement. - Identifies physical activity opportunities outside of physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Basketball Skills	1.5.1, 1.5.10, 1.5.12, 1.5.17, 1.5.19, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	- Combines varied locomotor skills in a variety of practice tasks. - Demonstrates throwing in a variety of practice tasks. - Demonstrates catching in a variety of practice tasks. - Demonstrates sending and receiving an object in a variety of practice tasks. - Demonstrates dribbling with hands in non-dynamic and dynamic practice tasks. - Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. - Applies movement concepts and strategies for safe movement within dynamic environments. - Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. - Demonstrates problem-solving strategies in a variety of games/activities. - Recognizes and explains how physical activity influences physiological changes in their body. - Recognizes the critical elements that contribute to proper execution of a skill. - Describes the perspective of others during a variety of activities. - Uses communication skills to negotiate roles and responsibilities in a physical activity setting.	- Basketball – “Tools for Learning Skillastics Basketball” (OPEN) - Basketball Skills – “Tools for Learning Basketball Skills” (OPEN)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Basketball Skills continued...		• Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Base Games	1.5.1, 1.5.9, 1.5.10, 1.5.11, 1.5.15, 1.5.16, 1.5.17, 1.5.18, 1.5.21, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3,	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates rolling a ball in a non-dynamic environment. • Demonstrates throwing in a variety of practice tasks. • Demonstrates striking with a long-handled implement in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Demonstrates striking an object with a short-handled implement in a variety of practice tasks. • Demonstrates sending and receiving an object in a variety of practice tasks. • Demonstrates kicking a ball using the instep in a variety of practice tasks. • Combines manipulative skills and traveling for execution to a target in a variety of practice tasks. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks.	• “Tools for Learning Bat and Ball Games” (OPEN) • “Fun at Bat” (USA Baseball) • “Van Meter Elem PE – K-1 Partner Kickball” (YouTube, Bart Jones) • “Big Base Kickball” (YouTube, Patricia DeCorah)

Block C continued

Topic	Standard	Performance Indicators	Resources & Materials
Base Games continued...	3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	• Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Block D

Striking/ Volleying With and Without Implements

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball	1.5.1, 1.5.13, 1.5.14, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates striking with hands above waist in a variety of practice tasks. • Demonstrates striking with hands below waist in a variety of practice tasks. • Demonstrates serving an object in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. • Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. • Demonstrates problem-solving strategies in a variety of games/activities. • Recognizes and explains how physical activity influences physiological changes in their body. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction.	• Volleyball – “Tools for Teaching Volleyball” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Volleyball continued		- Explains the rationale for one's choices related to physical activity based on personal interests. - Recognizes group challenges through movement. - Identifies movement strengths and opportunities for practice for individual improvement. - Identifies physical activity opportunities outside of physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Striking with Short Implements	1.5.1, 1.5.15, 1.5.16, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	- Combines varied locomotor skills in a variety of practice tasks. - Demonstrates serving an object in a non-dynamic environment. - Demonstrates striking an object with a short-handled implement in a variety of practice tasks. - Applies movement concepts and strategies for safe movement within dynamic environments. - Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. - Demonstrates problem-solving strategies in a variety of games/activities. - Recognizes and explains how physical activity influences physiological changes in their body. - Recognizes the critical elements that contribute to proper execution of a skill. - Describes the perspective of others during a variety of activities. - Uses communication skills to negotiate roles and responsibilities in a physical activity setting. - Demonstrates respectful behaviors that contribute to positive social interactions in group activities. - Demonstrates safe behaviors independently with limited reminders. - Solves problems independently, with partners, and in small groups. - Makes choices that are fair according to activity etiquette.	- Pickleminton – “Tools for Learning Pickleminton” (OPEN) - Street Racket – “Tools for Teaching Street Racket” (OPEN) - Bat and Ball – “Tools for Learning Bat and Ball Games” (OPEN)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Short Implements continued		- Explains how preferred physical activities meet the need for personal self-expression. - Explains how preferred physical activities meet the need for social interaction. - Explains the rationale for one's choices related to physical activity based on personal interests. - Recognizes group challenges through movement. - Identifies movement strengths and opportunities for practice for individual improvement. - Identifies physical activity opportunities outside of physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Striking with Long Implements	1.5.11, 1.5.15, 2.5.1, 2.5.2, 2.5.3, 2.5.4, 2.5.5, 2.5.14, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	- Demonstrates striking with a long-handled implement in a variety of practice tasks. - Demonstrates serving an object in a non-dynamic environment. - Applies movement concepts and strategies for safe movement within dynamic environments. - Demonstrates knowledge of offensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of defensive strategies in small-sided invasion practice tasks. - Demonstrates knowledge of appropriate movement concepts for efficient performance of manipulative skills. - Demonstrates problem-solving strategies in a variety of games/activities. - Recognizes and explains how physical activity influences physiological changes in their body. - Recognizes the critical elements that contribute to proper execution of a skill. - Describes the perspective of others during a variety of activities. - Uses communication skills to negotiate roles and responsibilities in a physical activity setting. - Demonstrates respectful behaviors that contribute to positive social interactions in group activities. - Demonstrates safe behaviors independently with limited reminders.	- Hockey Stations – “Elementary PE Floor: Street Hockey Stations K-5” (<i>YouTube</i>, Eric Swanburg) - Floor Frenzy – “Floor Hockey Frenzy” (<i>YouTube</i>, PE4EveryKid) - Hockey Drills – “It's Floor Hockey Time! 5 Fantastic Drills for PE Class” (<i>YouTube</i>, The Activity Channel) - Lacrosse – “Tools for Learning Lacrosse Games” (<i>OPEN</i>)

Block D continued

Topic	Standard	Performance Indicators	Resources & Materials
Striking with Long Implements continued		• Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Explains the rationale for one's choices related to physical activity based on personal interests. • Recognizes group challenges through movement. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Block E

Fitness and PE Related Health

Suggested Teaching Time: 3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Fitness	1.5.1, 1.5.2, 2.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 2.5.14, 2.5.17, 4.5.3, 4.5.6, 4.5.7	- Combines varied locomotor skills in a variety of practice tasks. - Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. - Defines and provides examples of movement activities for developing the health-related fitness components. - Establishes goals related to enhancing fitness development. - Defines and explains how to implement the FITT Principle for skill fitness development. - Identifies location of pulse and provides examples of activities that increase heart rate. - Explains the benefits of physical activity. - Recognizes and explains how physical activity influences physiological changes in their body. - Describes the impact of food and hydration choices on physical activity. - Describes how movement positively affects personal health. - Sets observable long-term goals. - Identifies movement strengths and opportunities for practice for individual improvement.	- Fitnessgram Test – “How do you do Fitness Testing in PE” (<i>The PE Specialist</i>) - Fitness Knowledge – “Tools for Learning Fitness Knowledge” (<i>OPEN</i>) - Plug and Play Fitness – “Tools for Learning Plug & Play Fitness” (<i>OPEN</i>) “Teaching the 5 Components of Health Related Fitness” (<i>The PE Specialist</i>) - Run for Fun – “Tools for Teaching Students to Run for Fun” (<i>OPEN</i>) - Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (<i>OPEN</i>)
PE Related Health	4.5.3, 4.5.4, 4.5.5, 4.5.6, 4.5.7, 4.5.8, 4.5.9, 4.5.10	- Describes how movement positively affects personal health. - Explains the rationale for one’s choices related to physical activity based on personal interests. - Recognizes group challenges through movement. - Sets observable long-term goals. - Identifies movement strengths and opportunities for practice for individual improvement. - Identifies physical activity opportunities outside of physical education class. - Recognizes personally effective techniques that assist with managing one’s emotions and behaviors in a physical activity setting. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	“The 5 Components of Health Related Physical Fitness” (YouTube, The PE Specialist) “Nutrition Quick-Starts with MyPlate” (<i>OPEN</i>) “Heart Adventure Obstacle Course Setup” (YouTube, PE4EveryKid)

Block F

Balance, Flexibility, & Tumbling

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Balance, Flexibility, & Tumbling	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight • from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interaction in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Ninja Warrior “Tools for Learning Ninja Warrior Skills” (OPEN) • Gymnastics – “Tools for Learning Educational Gymnastics” (OPEN) • “Balance Tag” (OPEN) • “Kids Parkour” (YouTube, Parkour Generations) • “Parkour for Schools” (YouTube, Parkour Generations)

Block F continued

Topic	Standard	Performance Indicators	Resources & Materials
Yoga/ Flexibility	1.5.1, 1.5.2, 1.5.3, 1.5.4, 1.5.7, 1.5.8, 2.5.1, 2.5.6, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates rolling with the body in a non-dynamic environment. • Combines jumping/landing, rolling, balancing and transfer of weight from feet to hands in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Applies movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Yoga and Mindfulness – “Tools for Teaching Yoga & Mindfulness” (OPEN) • Cosmic Kids Yoga – “Squish the Fish: Yoga for Kids!” (YouTube, Cosmic Kids Yoga)

Block G

Rhythm, Individual Activities

Suggested Teaching Time: 2-3 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Jumping	1.5.6, 1.5.7, 2.5.8, 2.5.9, 2.5.12, 2.5.13, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	• Demonstrates jumping rope in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Establishes goals related to enhancing fitness development • Defines and explains how to implement the FITT Principle for skill fitness development. • Identifies location of pulse and provides examples of activities that increase heart rate. • Explains the benefits of physical activity. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Jump Rope – “Tools for Learning Jump Rope” (<i>OPEN</i>)

Block G continued

Topic	Standard	Performance Indicators	Resources & Materials
Dance/ Cardio Drumming	1.5.5, 1.5.8, 2.5.1, 2.5.15, 2.5.16, 3.5.2, 3.5.3, 3.5.4, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.10	• Combines locomotor, non-locomotor, and manipulative movements based on a variety of dance forms. • Demonstrates balancing on different body parts in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• Dance – “Tools for Learning Dance” (OPEN) • Rhythm Fit – “Tools for Teaching Rhythm Fit Activities” (OPEN) • “Basic Cardio Drumming Moves” (Spark) • “Cardio Drumming Activity for Grades K-5 – ‘Baby Shark’ Theme” (S & S Blog) • Drumtastic/ Drums Alive Curriculum

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field	1.5.1, 1.5.7, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.11, 2.5.15, 2.5.16, 2.5.17, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates jumping and landing in a non-dynamic environment. • Applies movement concepts and strategies for safe movement within dynamic environments. • Establishes goals related to enhancing fitness development. • Defines and explains how to implement the FITT Principle for skill fitness development. • Defines and provides examples of movement activities for developing the skill-related fitness components. • Identifies the need for warm-up & cool-down relative to various physical activities. • Recognizes the critical elements that contribute to proper execution of a skill. • Identifies technology tools that support physical activity goals. • Describes the impact of food and hydration choices on physical activity. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Explains how preferred physical activities meet the need for personal self-expression. • Explains how preferred physical activities meet the need for social interaction. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement.	• Field Day – “Tools and Resources for Field Day Planning” (<i>OPEN</i>) • “Sprinting and Running Games” (<i>YouTube, Livestrong.com</i>)

Block G continued...

Topic	Standard	Performance Indicators	Resources & Materials
Track and Field continued...		- Identifies physical activity opportunities outside of physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	
Outdoor Activities	1.5.1, 2.5.1, 2.5.8, 2.5.9, 2.5.10, 2.5.13, 2.5.14, 2.5.16, 3.5.1, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 4.5.1, 4.5.2, 4.5.3, 4.5.4, 4.5.5, 4.5.7, 4.5.8, 4.5.10	- Combines varied locomotor skills in a variety of practice tasks. - Applies movement concepts and strategies for safe movement within dynamic environments. - Establishes goals related to enhancing fitness development. - Defines and explains how to implement the FITT Principle for skill fitness development. - Defines and provides examples of movement activities for developing the skill-related fitness components. - Explains the benefits of physical activity. - Recognizes and explains how physical activity influences physiological changes in their body. - Identifies technology tools that support physical activity goals. - Describes the perspective of others during a variety of activities. - Demonstrates respectful behaviors that contribute to positive social interactions in group activities. - Demonstrates safe behaviors independently with limited reminders. - Solves problems independently, with partners, and in small groups. - Makes choices that are fair according to activity etiquette. - Explains how preferred physical activities meet the need for personal self-expression. - Explains how preferred physical activities meet the need for social interaction. - Describes how movement positively affects personal health. - Explains the rationale for one's choices related to physical activity based on personal interests. - Recognizes group challenges through movement. - Identifies movement strengths and opportunities for practice for individual improvement. - Identifies physical activity opportunities outside of physical education class. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	- Ideas: - Snowshoeing - Ice Skating - Hiking - Rock Climbing - Learn to Bike

Block H

NYO

Suggested Teaching Time: 2 weeks

Topic	Standard	Performance Indicators	Resources & Materials
Native Youth Olympics (NYO)	1.5.1, 1.5.2, 1.5.7, 1.5.8, 2.5.7, 2.5.8, 2.5.13, 2.5.15, 3.5.1, 3.5.2, 3.5.3, 3.5.4, 3.5.5, 3.5.6, 3.5.7, 4.5.3, 4.5.4, 4.5.6, 4.5.7, 4.5.8, 4.5.10	• Combines varied locomotor skills in a variety of practice tasks. • Demonstrates transferring weight from feet to hands and hands to feet in a non-dynamic environment. • Demonstrates jumping and landing in a non-dynamic environment. • Demonstrates balancing on different body parts in a non-dynamic environment. • Defines and provides examples of movement activities for developing the health-related fitness components. • Establishes goals related to enhancing fitness development. • Explains the benefits of physical activity. • Recognizes the critical elements that contribute to proper execution of a skill. • Describes the perspective of others during a variety of activities. • Uses communication skills to negotiate roles and responsibilities in a physical activity setting. • Demonstrates respectful behaviors that contribute to positive social interactions in group activities. • Demonstrates safe behaviors independently with limited reminders. • Solves problems independently, with partners, and in small groups. • Makes choices that are fair according to activity etiquette. • Describes physical activities that represent a variety of cultures around the world. • Describes how movement positively affects personal health. • Explains the rationale for one's choices related to physical activity based on personal interests. • Sets observable long-term goals. • Identifies movement strengths and opportunities for practice for individual improvement. • Identifies physical activity opportunities outside of physical education class. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	• How to Videos for NYO – “Compleitive Events” (<i>NYO Games Alaska</i>) • See Appendix for: ○ NYO Lesson Plan 1 ○ NYO Lesson Plan 2 ○ NYO Lesson Plan 3 ○ NYO Lesson Plan 4

Middle School Courses



Grades 6 – 8

Middle School Introduction

The goal of middle school Physical Education is to empower the whole student, within a safe, respectful, and inclusive environment, by refining developed motor skills, applying their knowledge of movement and fitness to different concepts, and practice and strengthen social and personal skills. Students will be able to develop self-confidence and self-efficacy in these areas through developmentally appropriate activities and learn the value and importance of fitness for physical and mental health throughout their lifetime.

Aquatics

Grade(s): 6-8 Length: One quarter Prerequisite: None	Course Overview: <i>Aquatics</i> covers a wide variety of aquatic activities. All students will have the opportunity to learn multiple swim strokes. Enrichment activities may include water polo, cold-water safety/ rescue, canoe/ kayak skills, basic diving skills, snorkeling, advanced diving skills, water slides, and recreational swim time. Swimsuit, towel, and waterproof bag are required; goggles are strongly recommended. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

Units (Recommended Order)
• Water Safety • Foundational Techniques • Swimming Strokes • Lap Swimming • Diving • Enrichment Activities

Unit: Water Safety			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Safe and Responsible Behavior While in the Pool Facility	3	3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. 3.8.9 Applies and respects the importance of etiquette in a physical activity setting.	- Proper Locker Room Rules - Pool Deck Rules - Swimming Lane Etiquette “Swimming Safety” (<i>American Red Cross</i>)
Self Rescue	1, 2	1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	Swim England Resource Pack – “Swimming and Water Safety in Schools” (<i>Swim England</i>)
Use of Lifejacket	1, 2	1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	- How to properly size and wear a life jacket - Perform compact jump with life jacket Water Safety USA resources
Swimming with Clothing On	1	1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills.	
Ice Safety	3	3.8.5 Explains the value of a specific physical activity in culture.	- Students analyze what seasons in outdoor water sources may pose dangers to recreationalists. - Ice rescue techniques
Hypothermia	4	4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class.	- Identify causes, symptoms, and treatments of hypothermia. - Identify Alaskan outdoor pursuits that may pose risks of hypothermia.

Unit: Foundational Techniques			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Body Movement	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Gliding • Forward Movement • Backward Movement • Surface v. Underwater Movement
Floating	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Front Flotation • Back Flotation • Survival Floating
Kicking	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Flutter Kick • Dolphin Kick • Backstroke Kick • Butterfly Kick • Kickboard Kicking • Game: Gladiator – “Swimming Games to Make Swim Practice Fun” (<i>Sport Fitness Advisor</i>)

Unit: Foundational Techniques continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Arm Movement Drills	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Sculling • Winging • Finning • Pulling
Breathing	2, 4	• 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting.	• Breath Control • Rhythmic Breathing
Treading Water	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Treading with arms with sculling arm motions and kicks. • Treading with different kicks.

Unit: Swimming Strokes			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Competitive Strokes	1, 2, 4	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health.	• Breaststroke • Butterfly • Freestyle (Front Crawl) • Backstroke (Back Crawl)
Non-Competitive Strokes	1, 2, 4	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health.	• Sidestroke • Elementary Backstroke

Unit: Lap Swimming			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Turns	1, 2	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Open Turns • Closed Turns • Flip Turns
Endurance	2	• 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort.	• Laps for Distance or Time • Students can adjust intensity according to distance while rating their effort according to a RPE Scale.
Team Work	3, 4	• 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health.	• Relays

Unit: Diving			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Deep Diving	1	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.	• Progressions until student can retrieve an item from the deepest depth of the pool. • Equalizing • Buoyancy Control
Entry Diving	1	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities.	• Progressions from side of pool: sitting, kneeling, crouching, and standing • 1 Meter Diving Board • 3 Meter Diving Board • Competition-Style Entry

Unit: Enrichment Activities			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Paddling	1, 4	• 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health.	• Kayak Paddling • Canoe Paddling
Team Games	1, 2, 3, 4	• 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health.	• Beach Ball Volleyball • Water Polo • Sharks and Minnows

Enrichment Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
Snorkeling	1, 2	• 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills.	• Mask Use and Clearing • Snorkel Use and Clearing • Fin Use (if available)
Goal Setting	2, 4	• 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability.	• Students identify individual strengths and weaknesses, and develop goals for the quarter.

Grade 6 PE

Grade(s): 6 Length: Three quarters Prerequisite: None	Course Overview: <i>Grade 6 PE</i> is designed to be an introduction to middle school physical education. This course is designed for students to learn foundational skills, as well as game rules, while engaging in fitness, individual, team, and outdoor pursuits. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	--

Units (Recommended Order)
• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball)	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.	• <i>OPEN</i> • <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games	

Individual Activities continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Team Activities			
Suggested Teaching Time: 2-3 weeks			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <u>OPEN</u> • <u>Spark Family</u>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity.	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one’s emotions and behaviors in a physical activity setting. 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Grade 7 PE

Grade(s): 7 Length: Three quarters Prerequisite: None	Course Overview: <i>Grade 7 PE</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to become active individuals through participation in a variety of physical activities while engaging in fitness, individual, team, and outdoor pursuits categories Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	---

Units (Recommended Order)
• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
- Alaska Native Games - Archery - Badminton - Bowling - Cross-Country Skiing - Dance - Fitness Walking - Footbag - Golf (e.g., traditional, frisbee, ring, foxtail) - Gymnastics - Juggling - Pickleball - Rollerblading/Roller Skating - Shuffleboard - Table Tennis - Track and Field - Tumbling - Wrestling - Knockout (Basketball)	Standard 1, Standard 2, Standard 3, Standard 4	1.8.1 Demonstrates correct technique in a variety of outdoor activities. 1.8.2 Demonstrates movement sequences within varied dance forms. 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. 1.8.5 Demonstrates a striking motion with a long-handled implement. 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	<i>OPEN</i> <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Team Activities			
Suggested Teaching Time: 2-3 weeks			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games. • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Grade 8 PE

Grade(s): 8 Length: Three quarters Prerequisite: None	Course Overview: <i>Grade 8 PE</i> is where students will learn to apply skills to game situations involving rules, strategies, and competition dynamics. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Students also learn to make knowledgeable personal choices toward becoming healthy, active individuals. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	---

Units (Recommended Order)
• For this semester long course pick at least 2 from each “Suggested Activities” column in the charts below. • Course should include activities that cover: ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Conditioning • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Walk/Jog/Run • Yoga	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Alaska Native Games • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fitness Walking • Footbag • Golf (e.g. traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Pickleball • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Track and Field • Tumbling • Wrestling • Knockout (Basketball)	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games.	• <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.4 Selects and applies the appropriate shot and technique in net and wall games. • 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements. • 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles. • 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Team Activities			
Suggested Teaching Time: 2-3 weeks			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Baseball • Basketball • Broomball • Field Hockey • Flag Football • Floor Hockey • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Capture the Flag • Eclipse Ball • Hula Hut Defense • Kan Jam • Wiffleball • Duck Hunt • Capture the Infinity Stones • Ultimate Football • Ultimate Frisbee • Shoe Relay • Kickball	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Archery • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Wilderness Skills	Standard 1, Standard 2, Standard 3, Standard 4	• 1.8.1 Demonstrates correct technique in a variety of outdoor activities. • 1.8.2 Demonstrates movement sequences within varied dance forms. • 1.8.3 Demonstrates appropriate form in a variety of health-related fitness activities. • 1.8.4 Demonstrates appropriate form in a variety of skill-related fitness activities. • 1.8.5 Demonstrates a striking motion with a long-handled implement. • 1.8.6 Demonstrates a correct rolling and throwing (underhand, sidearm, overhand) technique in a variety of practice tasks and modified target games. • 1.8.7 Demonstrates striking a self-tossed/pitched ball with an implement to open space in a variety of practice tasks and small-sided games. • 1.8.8 Demonstrates a proper catch with or without an implement in a variety of practice tasks and small-sided games. • 1.8.9 Demonstrates throwing for accuracy, distance, and power in a variety of practice tasks and small-sided games. • 1.8.10 Demonstrates a proper underhand and overhand serve using the hand in a variety of practice tasks and modified small-sided games. • 1.8.11 Demonstrates a proper underhand and overhand serve using a short or long-handled implement in a variety of practice tasks and modified small-sided games. • 1.8.12 Demonstrates the correct form of a forehand and backhand stroke with a short-handled and long-handled	• <i>OPEN</i> • <i>Spark Family</i>

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		implement in a variety of practice tasks and modified small-sided games. • 1.8.13 Demonstrates a volley using a short-handled and long-handled implement in a variety of practice tasks and modified net and wall games. • 1.8.14 Demonstrates sending and receiving in combination with locomotor skills in a variety of small-sided games. • 1.8.15 Demonstrates a dribbling skill in a variety of practice tasks and small-sided games. • 1.8.16 Demonstrates dribbling an object with an implement in a variety of practice tasks and small-sided games. • 1.8.17 Demonstrates a shot on goal with and without an implement in a variety of practice tasks and small-sided games. • 1.8.18 Demonstrates multiple techniques to create open space during a variety of practice tasks and small-sided games (offense). • 1.8.19 Demonstrates a defensive ready position in a variety of practice tasks and small-sided games. • 1.8.20 Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • 2.8.1 Identifies the effective use of movement concepts within multiple dynamic environments. • 2.8.2 Demonstrates knowledge of offensive tactics to create space with movement in invasion games • 2.8.3 Demonstrates knowledge of reducing open space with movement and denial in invasion games. • 2.8.4 Selects and applies the appropriate shot and technique in net and wall games.	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.5 Demonstrates knowledge of offensive tactics in striking and fielding games. • 2.8.6 Demonstrates knowledge of defensive positioning tactics in striking and fielding games. • 2.8.7 Demonstrates problem-solving skills in a variety of games and activities. • 2.8.8 Applies knowledge of movement concepts for the purpose of varying different types of dances and rhythmic activities. • 2.8.9 Identifies and compares the components of health and skill-related fitness. • 2.8.10 Self-selects and monitors physical activity goals based on a self-selected health-related fitness assessment. • 2.8.11 Implements the principles of exercise (progression, overload, and specificity) for different types of physical activity. • 2.8.12 Applies knowledge of skill-related fitness to different types of physical activity. • 2.8.13 Explains the relationship of aerobic fitness and RPE Scale to physical activity effort. • 2.8.14 Applies knowledge of dynamic and static stretching to exercise in warm-up, cool-down, flexibility, endurance, etc. physical activities. • 2.8.15 Demonstrates knowledge of heart rate and describes its relationship to aerobic fitness. • 2.8.16 Identifies ways to be physically active. • 2.8.17 Examines how rest impacts the body's response to physical activity. • 2.8.18 Analyzes skill performance by identifying critical elements.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 2.8.19 Evaluates usefulness of technology tools to support physical activity and fitness goals. • 2.8.20 Explains the relationships among nutrition, physical activity, and health factors. • 2.8.21 Demonstrates knowledge of safety protocols in teacher-selected outdoor activities. • 2.8.22 Demonstrates knowledge of water safety skills. Demonstrates knowledge of basic swimming skills. • 3.8.1 Understands and accepts others' differences during a variety of physical activities. • 3.8.2 Demonstrates consideration for others and contributes positively to the group or team. • 3.8.3 Uses communication skills to negotiate strategies and tactics in a physical activity setting. • 3.8.4 Implements and provides constructive feedback to and from others when prompted and supported by the teacher. • 3.8.5 Explains the value of a specific physical activity in culture. • 3.8.6 Demonstrates the ability to follow game rules in a variety of physical activity situations. • 3.8.7 Recognizes and implements safe and appropriate behaviors during physical activity and with exercise equipment. • 3.8.8 Solves problems amongst teammates and opponents. • 3.8.9 Applies and respects the importance of etiquette in a physical activity setting. • 3.8.10 Explains how communication, feedback, cooperation, and etiquette relate to leadership roles.	

Outdoor Pursuits continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• 4.8.1 Describes how self- expression impacts individual engagement in physical activity. • 4.8.2 Describes how social interaction impacts individual engagement in physical activity. • 4.8.3 Participates in a variety of physical activities that can positively affect personal health. • 4.8.4 Connects how choice and personal interests impact individual engagement in physical activity. • 4.8.5 Examines individual and group challenges through movement. • 4.8.6 Sets goals to participate in physical activities based on examining individual ability. • 4.8.7 Examines opportunities and barriers to participating in physical activity outside of physical education class. • 4.8.8 Utilizes a variety of techniques to manage one's emotions and behaviors in a physical activity setting. • 4.8.9 Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Integrated Health & PE 6

Grade(s): 6 Length: Two semesters Prerequisite: None	Course Overview: The 6th grade Integrated Health & Physical Education course effectively merges health and physical education to underscore the essential link between physical/health literacy. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The primary focus is on acquiring fundamental health and physical education information while simultaneously fostering the development of healthy, active individuals through engaging in a diverse range of physical activities. <i>Integrated Health and Physical Education 6 is a yearlong course and combines the following two courses: Health 6 (one quarter) and Physical Education 6 (three quarters).</i> See grade 6 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	--

Integrated Health & PE 7

Grade(s): 7 Length: Two semesters Prerequisite: None	Course Overview: <i>Integrated Health & Physical Education 7</i> integrates the 7th grade health and physical education objectives to emphasize the essential relationship between physical, intellectual, social, and emotional health. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. It focuses on the acquisition of accurate health information and the ability to make healthy decisions while learning how to become healthy, active individuals through participation in a variety of physical activities. <i>Integrated Health and Physical Education 7</i> is a yearlong course and combines the following two courses: Health 7 (one quarter) and Physical Education 7 (three quarters). See grade 7 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	---

Integrated Health & PE 8

Grade(s): 8 Length: Two semesters Prerequisite: None	Course Overview: <i>Integrated Health & Physical Education 8</i> is essential for students to learn in tandem resulting in maximum efficiency and effectiveness in supporting life-long concepts of health and well-being. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The core concepts of Integrated Health/P.E. have a natural evolution in which the physical experience of P.E. builds on and supports the integration and internalization of health concepts and knowledge within students. To embrace the unique challenges of Alaska’s geographic location, cultural diversity, climate and local school structure, indoor and outdoor facilities will be used. <i>Integrated Health and Physical Education 8</i> is a yearlong course and combines the following two courses: Health 8 (one quarter) and Physical Education 8 (three quarters). See grade 8 Health and PE curriculum for more information. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
---	---

Middle School PE

Grade(s): 6-8 Length: Three quarters Prerequisite: None	Course Overview: The middle school physical education (PE) curriculum is specifically tailored to cater to students across multiple grade levels, offering a diverse array of activities and games to develop their fine and gross motor skills. Through a multi-grade level classroom environment, students have the opportunity to engage in a wide range of physical activities similar to those offered in grade-specific PE classes. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. The curriculum emphasizes the establishment of a strong foundation in physical literacy by imparting knowledge on skill development, safety practices, rules, and the proper maintenance of equipment for both team-based and individual sports. This comprehensive approach is designed to instill a deep understanding and appreciation for physical activity while nurturing a sense of teamwork and fostering individual growth. Grade-specific PE curriculums offer a range of activities, games, and skills that can be adapted to suit each teacher's unique classroom environment and the varying skill levels of their students. See the Grade 6, 7, and 8 PE curriculum Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

High School Courses



Grades 9-12

High School Introduction

The high school physical education curriculum is designed to provide a variety of movement and activity experiences within a safe, respectful, and inclusive environment. The activity areas have been chosen for their unique contributions to the well-rounded development of young people so they can identify their preferred physical activity, its lifelong benefits, refine and hone their motor skills, have the functional ability to develop social skills through peer interaction, and understand and value the importance of fitness for physical and mental health throughout their lifetime.

The *Fundamentals of Physical Education* course is a prerequisite for many of the high school physical education courses. It provides a comprehensive overview of physical education with a variety of physical fitness activities (see [Suggested Activities](#)). The remaining course choices provide students the opportunity to continue their physical education experience through a variety of activities.

Graduation Requirements

One and one half (1.5) physical education credits (three semesters) are required for graduation.

Application for PE Credit

Per School Board Policy 984 (Advancement in Instruction – Graduation Requirements) students may earn $\frac{1}{4}$ credit of physical education credit for each full season of participation in approved interscholastic and intramural athletic competition. The total credit earned shall not exceed one full credit.

Suggested Activities for High School PE

Fitness	Individual	Team	Outdoor Pursuits
Activities may include, but are not limited to:			
• Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometrics • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga • HIIT Training	• Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksmanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling • HIIT Training	• Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo	• Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills

Fundamentals of PE

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: None	Course Overview: <i>Fundamentals of Physical Education</i> is designed to be an introduction to high school physical education. It is strongly recommended that students take this course their 9th grade year because it provides a comprehensive overview of physical education and is a prerequisite for many other physical education courses. Competency is developed in a wide range of activities and students are prepared to make informed decisions about future recreation and fitness pursuits. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a variety of physical fitness activities from the fitness category and multiple activities from two or more of the following categories: Individual, Team, and Outdoor Pursuits (see Suggested Activities). Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

Units (Recommended Order)
• For this semester long course pick at least 2 from each column of the “Suggested Activities for High School PE” • Course should include activities that cover: ○ Fitness ○ Individual ○ Team ○ Outdoor pursuits

Unit: Fitness Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Aerobics (e.g., aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g., adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g., partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g., machines, free weights, stretch bands) • Yoga	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	• <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Individual Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
- Alaska Native Games - Aquatics - Archery - Badminton - Bowling - Cross-Country Skiing - Dance - Fencing - Fitness Walking - Footbag - Golf (e.g. traditional, frisbee, ring, foxtail) - Gymnastics - Juggling - Martial Arts - Pickleball - Rifle/Marksanship - Rollerblading/Roller Skating - Shuffleboard - Table Tennis - Tennis - Track and Field - Tumbling - Wrestling	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	- Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. - Demonstrates activity-specific movement skills in a variety of recreational and backyard games. - Demonstrates activity-specific movement skills in a variety of outdoor pursuits. - Demonstrates and creates movement sequences based on one or more forms of dance. - Demonstrates appropriate technique in cardiovascular training. - Demonstrates appropriate technique in muscular strength and endurance training. - Demonstrates appropriate technique in flexibility training. - Demonstrates appropriate technique in skill-related fitness training. - Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. - Demonstrates knowledge of tactics and strategies within lifetime sports & activities. - Demonstrates knowledge of tactics and strategies within recreational & backyard games. - Demonstrates knowledge of tactics and strategies within outdoor pursuits. - Applies knowledge of movement sequences to create or participate in one or more forms of dance. - Analyzes how health and fitness will impact quality of life after high school. - Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	<i>OPEN</i> <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Team Activities

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	• <u>OPEN</u> • <u>Spark Family</u>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Outdoor Pursuits

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g., biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill.	• OPEN • Spark Family

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting.	

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Fitness: Individual

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i>	Course Overview: <i>Fitness: Individual</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Fitness and Individual, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Emphasis will be on individual skill development, goal setting, and self-evaluation. Fitness/Individual includes the instruction of a minimum of two (2) Fitness and two (2) Individual activities (see Physical Education Standards for suggested activities). Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

Units (Recommended Order)
From the suggested activities in the charts on the pages below, choose a minimum of 2 units from Fitness Activities and 2 units from the Individual Activities. These will vary in length from 2-3 weeks to make your semester long course.

Unit: Fitness Activities

Per semester, select a minimum of two Fitness activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Aerobics (e.g. aqua, dance, step, cardio-kickboxing) • Alaska Native Dance • Circuit Training • Conditioning • Conditioning Swim • Cross-Country Skiing • Obstacle Course (e.g. adventure racing, ropes) • Pilates • Plyometric • Prevention and Care of Injuries • Resistance Training (e.g. partner-applied, exercise bands) • Rope Jumping • Stress Reduction Techniques • Walk/Jog/Run • Weight Training (e.g. machines, free weights, stretch bands) • Yoga	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance.	• <i>OPEN</i> • <i>Spark Family</i>

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	- Analyzes how health and fitness will impact quality of life after high school. - Establishes a goal and creates a practice plan to improve performance for a self-selected skill. - Applies the principles of exercise in a variety of self-selected lifetime physical activities. - Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises - Evaluates perceived exertion during physical activity and adjusts effort. - Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. - Discusses the benefits of a physically active lifestyle as it relates to young adulthood. - Applies knowledge of rest when planning regular physical activity. - Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). - Identifies and discusses the historical and cultural roles of games, sports and dance in a society. - Analyzes and applies technology as tools to support a healthy, active lifestyle.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health.	

Fitness Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Individual Activities

Per semester, select a minimum of two Individual Activities form the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Alaska Native Games • Aquatics • Archery • Badminton • Bowling • Cross-Country Skiing • Dance • Fencing • Fitness Walking • Footbag • Golf (e.g., traditional, frisbee, ring, foxtail) • Gymnastics • Juggling • Martial Arts • Pickleball • Rifle/Marksanship • Rollerblading/Roller Skating • Shuffleboard • Table Tennis • Tennis • Track and Field • Tumbling • Wrestling	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance.	• <u>OPEN</u> • <u>Spark Family</u>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	2.12.16, 2.12.17, 3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	- Analyzes how health and fitness will impact quality of life after high school. - Establishes a goal and creates a practice plan to improve performance for a self-selected skill. - Applies the principles of exercise in a variety of self-selected lifetime physical activities. - Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises - Evaluates perceived exertion during physical activity and adjusts effort. - Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. - Discusses the benefits of a physically active lifestyle as it relates to young adulthood. - Applies knowledge of rest when planning regular physical activity. - Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). - Identifies and discusses the historical and cultural roles of games, sports and dance in a society. - Analyzes and applies technology as tools to support a healthy, active lifestyle. - Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Individual/ Team

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i>	Course Overview: <i>Individual/Team</i> is designed to provide students the experience of integrating physical fitness activities toward a lifetime of involvement in physical pursuits. From the categories of Individual and Team, students will participate in activities which involve cardiorespiratory and muscular endurance, strength, flexibility, and body composition. Emphasis will be on both individual and team improvement. This PE course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. This course includes the instruction of a minimum of two Individual and two Team activities. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	--

Units (Recommended Order)
From the Suggested Activities columns on the pages below, choose a minimum of two from Individual Activities and two from the Team Activities. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Individual Activities

Per semester, select a minimum of two individual activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
- Alaska Native Games - Aquatics - Archery - Badminton - Bowling - Cross-Country Skiing - Dance - Fencing - Fitness Walking - Footbag - Golf (e.g. traditional, frisbee, ring, foxtail) - Gymnastics - Juggling - Martial Arts - Pickleball - Rifle Marksmanship - Rollerblading/ Roller Skating - Shuffleboard - Table Tennis - Tennis - Track and Field - Tumbling - Wrestling	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	- Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. - Demonstrates activity-specific movement skills in a variety of recreational and backyard games. - Demonstrates activity-specific movement skills in a variety of outdoor pursuits. - Demonstrates and creates movement sequences based on one or more forms of dance. - Demonstrates appropriate technique in cardiovascular training. - Demonstrates appropriate technique in muscular strength and endurance training. - Demonstrates appropriate technique in flexibility training. - Demonstrates appropriate technique in skill-related fitness training. - Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. - Demonstrates knowledge of tactics and strategies within lifetime sports & activities. - Demonstrates knowledge of tactics and strategies within recreational & backyard games. - Demonstrates knowledge of tactics and strategies within outdoor pursuits. - Applies knowledge of movement sequences to create or participate in one or more forms of dance. - Analyzes how health and fitness will impact quality of life after high school.	<i>OPEN</i> <i>Spark Family</i>

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	

Individual Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Unit: Team Activities

Per semester, select a minimum of two team activities from the Suggested Activities column below.

Suggested Teaching Time: 2-3 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Australian Rules Football • Baseball • Basketball • Broomball • Cricket • Field Hockey • Flag Football • Flag Rugby • Floor Hockey • Lacrosse • Ring Hockey • Soccer • Softball • Speed-A-Way • Team Handball • Ultimate Frisbee • Volleyball • Water Polo	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school.	• <i>OPEN</i> • <i>Spark Family</i>

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	• Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises • Evaluates perceived exertion during physical activity and adjusts effort. • Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies knowledge of rest when planning regular physical activity. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Identifies and discusses the historical and cultural roles of games, sports and dance in a society. • Analyzes and applies technology as tools to support a healthy, active lifestyle. • Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. • Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	

Team Activities continued			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Outdoor Education

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i>	Course Overview: <i>Outdoor Education</i> provides students with the skills and knowledge essential for safety, competence, and confidence in outdoor/ backcountry activities. Hiking, backpacking, fishing, skiing, berry picking, snow machining, and boating are some of the Alaskan outdoor activities in which students may participate. Through adequate preparation, good judgment, competent decision-making, and knowledge of emergency procedures, students can learn how to be survivors instead of statistics. Emphasis in this course will also be placed on skill, social development, safety, rules, strategies, appropriate use and care of equipment, recreational enjoyment, conditioning, and application of outdoor fitness concepts. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and positive communication skills during games and activities. This course also promotes awareness and appreciation of the cultural, environmental, and experiential values of the outdoors. Outdoor Education includes the instruction of a minimum of four Outdoor Pursuits activities. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

Units (Recommended Order)
From the Suggested Activities column on the pages below, choose 4-10 activities. These will vary in length from 1-3 weeks to make your semester long course.

Unit: Outdoor Pursuits

Per semester, select 4-10 activities from the Suggested Activities column below.

Suggested Teaching Time:

Suggested Activities	Standard	Performance Indicators	Resources & Materials
• Archery • Boating (canoeing, kayaking, etc.) • Broomball • Camping • Climbing • Cross-Country Skiing • Curling • Cycling • Fishing • Fitness Walking • Geocaching • Hiking • Hunter Education • Ice Skating • Marksmanship (e.g. biathlon) • Mountain Biking • Orienteering • Project Adventure • Rollerblading/ Roller Skating • Ropes Course • Snowshoeing • Trapping • Wilderness Skills	1.12.1, 1.12.2, 1.12.3, 1.12.4, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 1.12.9, 2.12.1, 2.12.2, 2.12.3, 2.12.4, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.9, 2.12.10, 2.12.11, 2.12.12, 2.12.13, 2.12.14, 2.12.15, 2.12.16, 2.12.17,	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates activity-specific movement skills in a variety of recreational and backyard games. • Demonstrates activity-specific movement skills in a variety of outdoor pursuits. • Demonstrates and creates movement sequences based on one or more forms of dance. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates water safety skills. If a pool facility is available, demonstrates water safety and basic swimming skills. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Demonstrates knowledge of tactics and strategies within recreational & backyard games. • Demonstrates knowledge of tactics and strategies within outdoor pursuits. • Applies knowledge of movement sequences to create or participate in one or more forms of dance. • Analyzes how health and fitness will impact quality of life after high school. •	• <i>OPEN</i> • <i>Spark Family</i> • <i>“Outdoor Skills Education Handbook: A Guide for Developing and Implementing School-Based Outdoor Skills Education”</i> (Association of Fish and Wildlife Agencies) • <i>“Hunter Information and Training (HIT) Program”</i> (Alaska Department of Fish and Game)

Outdoor Pursuits continued

Suggested Activities	Standard	Performance Indicators	Resources & Materials
	3.12.1, 3.12.2, 3.12.3, 3.12.4, 3.12.5, 3.12.6, 3.12.7, 3.12.8, 4.12.1, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.6, 4.12.7, 4.12.8, 4.12.9	- Establishes a goal and creates a practice plan to improve performance for a self-selected skill. - Applies the principles of exercise in a variety of self-selected lifetime physical activities. - Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises - Evaluates perceived exertion during physical activity and adjusts effort. - Applies heart rate concepts to ensure safety and maximize health-related fitness outcomes. - Discusses the benefits of a physically active lifestyle as it relates to young adulthood. - Applies knowledge of rest when planning regular physical activity. - Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). - Identifies and discusses the historical and cultural roles of games, sports and dance in a society. - Analyzes and applies technology as tools to support a healthy, active lifestyle. - Identifies snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. - Demonstrates awareness of other people's emotions and perspectives in a physical activity setting. - Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity.	

Outdoor Pursuits			
Suggested Activities	Standard	Performance Indicators	Resources & Materials
		• Encourages and supports others through their interactions in a physical activity setting. • Implements and provides feedback to improve performance without prompting from the teacher. • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups. • Evaluates the effectiveness of leadership skills when participating in a variety of physical activity settings. • Selects and participates in physical activities (e.g., dance, yoga, aerobics) that meet the need for self-expression. • Selects and participates in physical activities that meet the need for social interaction. • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging. • Sets and develops movement goals related to personal interests. • Analyzes factors on regular participation in physical activity after high school (e.g., life choices, economics, motivation, accessibility). • Analyzes and applies self-selected techniques to manage one's emotions in a physical activity setting. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful.	

Weight Training

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i>	Course Overview: This physical education course will provide in-depth instruction in weight training. The main focus of the course will be to improve muscular strength and endurance, cardiovascular fitness, and flexibility. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during games and activities. Prior to any training, students will learn about safe lifting, weight room safety, and cleaning and disinfecting the instructional space. Focus within the course will also include learning about periodization, the principles of overload and specificity, and determining personal best lifts. Emphasis will be placed on the student's ability to plan for improvement after developing goals and a personal fitness plan. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	--

Units (Recommended Order)
• Weight room safety • Types of training ○ Free weights ○ Machine weights ○ Body weight ○ Isometric ○ Plyometric • Goals of training ○ Shaping ○ Toning ○ Stretching ○ Strength development • Program Practice ○ Picking a program that works for you

- Designing an Individualized program

Unit: Weight Room Safety

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Weight Room Safety	3.12.6, 3.12.2, 3.12.7	• Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Exhibits proper etiquette, respect for others, and teamwork while engaging in physical activity. • Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	• “Weight Room Rules for High School” (PLT4M) • “Safety” (Mrs. Tilson; Essex District High School, Ontario – Weebly)

Unit: Types of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Types of Training	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 4.12.3	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Identifies and participates in physical activity that positively affects health.	• Spark Family

Unit: Goals of Training

Suggested Teaching Time: 2 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Goals of Training	2.12.6, 2.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	- Establishes a goal and creates a practice plan to improve performance for a self-selected skill. - Applies the principles of exercise in a variety of self-selected lifetime physical activities. - Selects and participates in physical activities that meet the need for social interaction. - Identifies and participates in physical activity that positively affects health. - Chooses and participates in physical activity based on personal interests. - Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. - Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	“What are Some Realistic Weight Lifting Goals to Aim For?” (<i>Caliber</i>) “Five Goals for Strength Training” (<i>Revelation Wellness</i>) “5 Beginner Goals for Resistance Training” (<i>Howdy Health</i>) “Defining and Setting Your Personal Goals” (<i>Fitness Health 101</i>)

Unit: Program Practice

Suggested Teaching Time: 7 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Program Practice	1.12.1, 1.12.6, 1.12.7, 1.12.8, 2.12.1, 2.12.6, 2.12.7, 3.12.2, 3.12.6, 3.12.7, 4.12.2, 4.12.3, 4.12.4, 4.12.5, 4.12.9	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Selects and participates in physical activities that meet the need for social interaction. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Identifies and participates in physical activity that positively affects health. • Chooses and participates in physical activity based on personal interests. • Reflects on movement experiences during physical education to develop understanding of how movement is personally meaningful. • Chooses and successfully participates in self-selected physical activity at a level that is appropriately challenging.	• “Strength Training” (<i>Fitness Health 101</i>)

Unit: Designing an Individualized Program

Suggested Teaching Time: 2-3 days

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Designing an Individualized Program	2.12.1, 2.12.5, 2.12.6, 2.12.7, 2.12.8, 2.12.12	• Demonstrates knowledge of tactics and strategies within lifetime sports & activities. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Designs and implements a plan that applies knowledge of aerobic, strength and endurance, and flexibility training exercises. • Applies knowledge of rest when planning regular physical activity.	• <i>Spark Family</i> • <i>“Strength Training”</i> (<i>Fitness Health 101</i>)

Yoga

Grade(s): 9-12 Length: One semester Credit: 0.5 Prerequisite: <i>Fundamental of PE</i>	Course Overview: <i>Yoga</i> is an ancient form of exercise that incorporates a wide variety of styles. It helps to bring balance into the body and mind through physical postures and breathing exercises. Yoga allows one to develop strength, flexibility, and concentration through a variety of challenging poses and movement sequences. Benefits of yoga include enhanced physical, mental, and emotional health. This course will emphasize a positive environment with focus on students developing and exhibiting teamwork and sportsmanship during activities. Adopted Textbook: <i>Spark PE</i> (New School Media) and Online Physical Education Network (OPEN)
--	---

Units (Recommended Order)
• Part 1: Introduce basic yoga poses & postures • Part 2: Practice slow and basic yoga sequences with a new addition of breathing techniques • Part 3: Develop more advanced yoga flows that introduce new movements throughout the workout

Unit: Introduction

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Introduce Basic Yoga Poses and Postures	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	• “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Breath to Movement Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Practice Slow and Basic Yoga Sequences with a New Addition of Breathing Techniques	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	• “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)

Unit: Advanced Yoga Flows

Suggested Teaching Time: 4-6 weeks

Suggested Activities	Standard	Performance Indicators	Resources & Materials
Develop More Advanced Yoga Flows that Introduce New Movements Throughout the Workout	1.12.1, 1.12.5, 1.12.6, 1.12.7, 1.12.8, 2.12.5, 2.12.6, 2.12.7, 2.12.9, 2.12.11, 2.12.13, 3.12.5, 3.12.6, 3.12.7	• Demonstrates activity-specific movement skills in a variety of lifetime sports and activities. • Demonstrates appropriate technique in cardiovascular training. • Demonstrates appropriate technique in muscular strength and endurance training. • Demonstrates appropriate technique in flexibility training. • Demonstrates appropriate technique in skill-related fitness training. • Analyzes how health and fitness will impact quality of life after high school. • Establishes a goal and creates a practice plan to improve performance for a self-selected skill. • Applies the principles of exercise in a variety of self-selected lifetime physical activities. • Evaluates perceived exertion during physical activity and adjusts effort. • Discusses the benefits of a physically active lifestyle as it relates to young adulthood. • Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a selected skill (e.g., overhand throw, back squat, archery). • Analyzes the value of a specific physical activity in a variety of cultures. • Applies best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). • Thinks critically and solves problems in physical activity settings, both as an individual and in groups.	• “Yoga Lessons for High School” (<i>PLT4M</i>) • “Yoga for Teens: An Evidence-Based Curriculum, Teacher’s Guide” (<i>Yoga Ed</i>)



The Fairbanks North Star Borough School District is an equal employment and educational opportunity institution, as well as tobacco and nicotine-free learning and work environment.

Fairbanks North Star Borough School District
520 Fifth Avenue
Fairbanks, AK 99701