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| **Timeline** | **Assessment**  What evidence (products and/or performances) will be collected to establish that the content and skills have been learned? (F=formative, S=summative, DD=in data director) | **Unit Content**  What topic(s) will be taught and learned? What do students need to know? | **Skills**  What do students have to be able to do related to the content? (In addition, these may be written as student-friendly targets- “I can” statements | **Content**  **Expectations**  **(code)**  **Power Standards (PS in bold)** | **Instructional Strategies/Activities**  What strategies will be used to develop the skills and knowledge (can be for either teacher or student) | **Academic Vocabulary** | **Resources & Technology**  What materials, texts, videos, internet, software, or human resources will support instruction |
| One week (Health Class) | Students will log physical activity for one week using a Personal Fitness Schedule and an online recording program with a scoring rubric. | Target heart rate components of fitness and monitor the F.I.T.T. principle | 1. Students will log the three components of fitness: cardiovascular, muscle strength & endurances, flexibility.  2. Students will monitor target heart rates.  3. Students will use mypyramid.gov  To assess their physical activity plans. | A.3.PA.1  K.2.PA.1  A.4.HR.7  K.2.AN.1  K.2.RP.2  K.2.AN.2  K.2.RP.1  K.2.ID.1  4.CT.PS.DM  6.OPER.Concepts  **PS-1** | Students will learn how to determine their target heart rate, write out their 7-Day fitness plan, (Personal Fitness Plan), monitor/evaluate using the F.I.T. principles, and mypyramid.gov (webpage) | 1. Target Heart Rate  2. F.I.T.T. Principle  3. Fitness Components  4. Fitness activity assessment | 1. Computing your target heart rate zone  2. Personal Fitness Schedule  3. Fitness plan assessment  4. Mypyramid.  Gov fitness tracker assessment  5. Fitness Plan assignment rubric  6. Health textbook |
| 1-2 Days (Health) | 1. Students will determine interest in physical activities and evaluate barriers to being active.  2. Students will determine their BMI (body mass index) score and compare their score to body composition standards. | 1. Barriers to being active categories  2. Body composition standard | 1. Students will determine whether they have barriers to being active, and identify how to overcome them.  2. Students will score their BMI and evaluate their body composition. | K.2.PA.1  A.4.HR.5  **PS-1** | 1. Completion “Barriers to being Active” (self survey).  2. Body Mass Index formula and chart | 1. Physical activity barriers  2. Body Composition  3. Body Mass Index | 1. Textbook and handout: “Barriers to Being ACTIVE”  2. Textbook and handout: “Body Mass Index.” |

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| 10 Minutes Daily | 1. Daily execution of stretching, strength and running routine.  2. Performance & Participation  3. Push-ups tested for 1 minute intervals | 1.  Instruction and practice of fitness components: flexibility, muscle strength & endurance, Cardiovascular | 1. Students will learn safe warm-up procedures and practice fitness testing exercises, | A.4.HR.2  A.4.HR.3  A.4.HR.4  **PS-1** | Students will practice health related fitness components daily while proper technique is emphasized. | 1. Stretching (dynamic & static)  2. Flexibility  3.Cardiovascular  Endurance  4. Muscular Strength & endurance | 1. Teacher led exercises  2. Fitness testing guidelines & standards  3. Performance and participation |
| One week | 1. Students will meet the health standards in 10 min. run, push-up, shuttle run, and vertical jump | Fitnessgram Fitness Test:  1. 10 min run  2. Push-up  3. Shuttle run  4. Vertical Jump | Perform Fitness Test | A.4.HR.2  A.4.HR.3  A.4.HR.4  **PS-1** | Each student will perform every Fitness test to the best of their ability, | 1. Mile run  2. Shuttle run  3. Push up  4. Vertical Jump | 1. Presidential Standard Test  2. Stop Watch  3. Vertical Jump Measure  4. Measuring tape |

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| Two Weeks | 1. Students will record required lifts and aerobic activities each day of the unit.  2. Students will demonstrate best effort by making focused effort during class activities | 1. Weight lifting and aerobic circuit | 1. Students will understand form, and safety guidelines of each required lift and fitness activity and be able to record their progress.  2. Apply F.I.T. principle to their workout. | K.2.HR.8  B.5.FB.1 | 1. Student will workout while following and completing required introductory weight lifting/aerobic conditioning chart.  2. Students will demonstrate knowledge and understanding of safety, form, F.I.T. training principles and muscle group development. | 1. F.I.T. training principles  2. Muscular strength exercises  3. Aerobic fitness development exercises  4. Weight lifting safety and form handout  5. Safety guidelines for weight room | 1.  Weight lifting/ aerobic conditioning chart  2. Weight lifting equipment  3. Cardio fitness equipment  4. Guidelines for Muscular fitness handout  5.Participation & effort Rubrics  6. Rubrics of performance assessments during activity |

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| Two Weeks | 1. Demonstrate all elements of safe water entry by jumping into deep water in the dynamic setting.  2. Demonstrate all elements of mature form for the basic aquatic skills of front crawl, back stroke, and breaststroke in dynamic settings.  3. Demonstrate all elements of how to assist a choking victim during simulated practice in dynamic settings. (Health Class)  4. Analyze/ synthesize/ evaluate knowledge of critical elements of how to get help during simulated emergency practice in dynamic settings, (Health Class)  5. Recognize physical activity as a positive opportunity for social interaction in dynamic settings.  6. Exhibit behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  7. Exhibit behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, and leadership in dynamic settings. | Aquatics:  1. Fitness lap swimming  2. Modified pool games (water polo, water volleyball | 1. Students will perform skills of the front crawl, breaststroke, and backstroke during lap swimming, relay races, and modified pool games.  2. Students will perform games of passing, catching, shooting during modified games of water polo and water volleyball.  3. Students will execute on-the-ball and off-the-ball movements of scoring during modified invasion games.  4. Students will apply knowledge of modified pool games in dynamic settings.  5. Students will exhibit personal social skills towards self and others in the class. | M.1.AQ.2  M.1.AQ.3  M.1.AQ.4  M.1.AQ.8  K.2.AQ.6  K.2.SB.1  B.5.PS.1 | 1. Student will apply scoring, rules, games situations to play modified games of water polo and water volleyball.  2. Student will work with other students to play modified pool games and lap swimming/relay races.  3. Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation and compassion) that may be demonstrated during modified pool games/lap swimming/relay races.  4. Students will identify and demonstrate personal social skills (focusing on constructive competitions, initiative, leadership) that may be demonstrated during modified pool/games/ lap/swimming/relay races.  5. Students will utilize emergency first aid handout and role play scenarios during health class. | Pool facility | 1.  Participation Rubrics  2.Personal/Social Rubrics  3. Role play materials and evaluation (Health class) |

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|  | 1. Apply and demonstrate the elements of the mature form of the manipulative skills of throw, catch, and hit in modified game settings.  2. Demonstrate all elements of infield & outfield tactical problems, including scoring and staying in (e.g. getting on base, moving the runner, advancing to next base, defending objects, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games.  3. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to the next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/ umpiring during modified striking/fielding games.  4. Analyze the benefits of exhibiting behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, & leadership in dynamic settings.  5. Exhibit, consistently, behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings  6. Exhibit, consistently, behaviors which exemplify each of the personal/ social character traits of constructive competition initiative, and leadership in dynamic settings. | STRIKING/ FIELDING  GAMES: Softball | 1. Students will perform skills of throwing, catching, and hitting during modified games of softball.  2. Students will execute infield/ outfield skills on defense and staying in skills on offense during modified games of softball.  3. Students will apply knowledge of modified games in dynamic settings.  4. Students will exhibit personal social skills towards self and others in the class. | M.1.MS.4  M.1.MS.5  M.1.SG.1  K.2.SG.1  K.2.PS.1  K.2.PS.2  B.5.PS.1  B.5.PS.2 | 1. Students will apply scoring, rules, games situations and use of field markings to play modified games of softball.  2. Students will work with other students to play modified games of softball.  3. Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation, and compassion) that may be demonstrated during modified striking/ fielding games.  4. Students will identify and demonstrate personal social skills (focusing on constructive competitions, initiative, leadership) that may be demonstrated during modified striking/ fielding games. | | 1. Softball Rules (7- inning game, underhand pitch, ect…)  2. Softball equipment (mit, bat, softball, ect.)  3. Catching/ throwing, hitting  4. Base running | 1. Participation Rubrics  2. Personal/ Social Rubrics | |
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| One Week | 1. Demonstrate all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during target games.  2.Demonstrate all elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during target games.  3. Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in modified target games in dynamic settings.  4. Analyze the benefits of exhibiting behaviors which exemplify each of the personal/ social character traits of constructive competition, initiative, & leadership in dynamic settings.  5. Exhibit, consistently, behaviors which exemplify each of the personal/ social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings  6. Exhibit, consistently, behaviors which exemplify each of the personal/ social character traits of constructive competition initiative, and leadership in dynamic settings. | Target Games:  1. Bowling  2. Frisbee golf | 1. Students will demonstrate four step approach and balance release while bowling.  2. Students will demonstrate the appropriate Frisbee throw in response to disk golf targets on an outdoor course.  3. Students will apply knowledge of bowling and disc golf in dynamic settings.  4. Students exhibit personal social skills towards self and others in the class. | M.1.MS.4  M.1.MS.5  M.1.SG.1  K.2.SG.1  K.2.PS.1  K.2.PS.2  B.5.PS.1  B.5.PS.2 | 1. Students will apply scoring, rules and games situation while bowling and playing disc golf.  2. Students will work with other students while playing modified games of disc golf.  3. Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation and compassion) that may be demonstrated during modified invasion games.  4. Student will identify and demonstrate personal social skills (focusing on constructive competition, initiative leadership) that may be demonstrated during modified invasion games. |  |  |

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| TWO WEEK ROTATION OF GAMES FOR THE SEMESTER:  I.Week #1  1.First day-rules/classroom  2.Second day-Skills/modified games  3. Third Day-Skills Testing/Games II, Week #2  1. First Day- Quiz on games  2. Second day –games  3. Third Day- optional game/weight lifting/cardio | 1.Demonstrate the elements of the mature form of the manipulative skills of volley, overhead pass, bump pass of Volleyball and ground strokes, serves and volley of Tennis, and throwing, and passing of volleyball in dynamic settings.  2.Demonstrate elements of tactical problems, including on-the-ball movements of scoring and preventing scoring during games/modified games of Volleyball, Tennis, and Badminton.  3. Demonstrate elements of tactical problems, including off-the-ball movements of scoring and preventing scoring during games/modified games in Volleyball, Tennis, and Badminton.  4.Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-ball movements of scoring (e.g., maintaining a rally, setting up to attack winning the point , attacking as a team(Tennis Doubles)  5. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-ball movements of scoring (e.g., maintaining a rally setting up to attack, winning the point, attacking as a pair/team).  6. Exhibit behaviors and analyze the benefits of the behaviors, which exemplify each of the personal/social character traits of: responsibility, best effort, cooperation, compassion, constructive competition, and leadership in dynamic settings. | 1. Volleyball  2. Tennis  3.Badminton | 1. Students will perform skills of volley, serve, overhead pass and bump pass in volleyball.  2. Students will perform skills of the serve, ground strokes off forehand and backhand, and the volley in tennis and badminton.  3. Students will execute on-the-ball, and off-the-ball movements of offensive and defensive scoring, and preventing scoring during games/modified games of volleyball/tennis/badminton.  4. Students will apply knowledge of the games and modified in dynamic settings.  5. Students will exhibit personal social skills towards self and others in class. | **M.1.MS.4**  **M.1.MS.5**  **M.1.NG.1**  **M.1.NG.2**  **K.2.NG.1**  **K.2.NG.2**  **K.2.PS.1**  **K.2.PS.2**  **B.5.PS.1**  **B.5.PS.2** | 1. Students will execute volleyball serves based on Volleyball Skills Rubrics.  2. Students will execute an overhead pass or volley successfully over the net, in bounds, based on Volleyball Skills Rubrics.  3. Students will execute tennis serves based on Tennis Skills Rubrics.  4. Students will execute ground strokes and volleys over the net, in bounds, based on Tennis Skills Rubrics and Badminton.  5. Students will identify apply and analyze rules, scoring, games situations, court markings on a knowledge test of Net/Wall Games.  6. Students will work with other students to play games/modified games on volleyball, tennis and badminton. | 1. Game Rules of each Sport  2. Skills testing of each Sport  3.Sportsmanship  4. Equipment of each sport  5. Court markings of each sport  6. Safety of each sport | 1. Volleyball Courts  2.Volleyballs and Equipment  3.Badminton and Equipment  4.Tennis Courts  5.Tennis Rackets, tennis balls and equipment  6.Badmidnton courts  7.Daily Weight Lifting and Sports Participation Rubrics  8. Teacher observations  9.Teacher led Skills Tests/Written quizzes and tests |
|  | 1. Apply and demonstrate the elements of the mature form of the manipulative skills of pass, catch, kick, strike, foot/hand dribble, lay-ups, shooting, passing and catching in dynamic settings.  2.Demonstrate all elements of tactical problems including off the object movements(e.g., maintaining possessions, attacking goal, creating space, using space in attack)  3.Demonstate all elements of tactical problems including on-the-object movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating , and using space), preventing scoring  (e.g., defending space, defending goal, winning the object), and starting/restarting play (e.g., to initiate play or from sideline) during modified invasion games.  4. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object movements (e.g., maintaining possession, attacking goal, creating space, using space in attack), preventing scoring (e.g., defending space, defending goal), and starting/restarting play during modified invasion games.  5. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., passing, receiving, shooting, attacking the goal, creating, and using space), preventing scores (e.g., defending goal, winning the object), and starting/restarting game play (e.g., to initiate play or from sideline) during  modified invasion games.  6. Analyze the benefits of exhibiting behaviors, which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.  7. Exhibit, consistently, behaviors, which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  8. Exhibit, consistently, behaviors, whi9c exemplify each of the personal/social character traits of constructive competition initiative, and leadership in dynamic settings. | INVASION GAMES:  1. Soccer  2.Basketball  3.Fly Football  4.Speedball  5.Dodgeball | 1. Students 3.will perform skills of passing, catching kicking, striking, foot/hand dribbling, lay-ups and shooting skills testing and/or modified games.  2. students will execute on-the-object, and off-the-object movements of scoring and preventing scoring during modified aerobic invasion games.  3. Students will apply knowledge of modified games in dynamic settings.  4. Students will exhibit personal social skills towards self and others in the class. | **M.1.MS.4**  **M.1.MS.5**  **M.1.IG.1**  **M.1.IG.2**  **K.2.IG.1**  **K.2.IG.2**  **K.2.PS.1**  **K.2.PS.2**  **B.5.PS.1**  **B.5.PS.2** | 1. Students will catch 4 or 5 footballs thrown by a partner from a distance of 10 feet (minimum), while running passing routes.  2. Students will dribble and shoot the basketball, dribble and shoot the soccer ball.  3. Students will perform pick-ups during skills testing of speedball.  4.Students will demonstrate capacity to transition from offensive to defensive positions in response to game play.  5. Students will identify, apply and analyze rules, scoring, games situations, court markings on a knowledge test of Invasion Games.  6. students will work with other students to play games/modified games of soccer, basketball, flag football, Dodgeball and speedball. | 1. Game Rules of each sport  2. Skills testing of each Sport  3. Sportsmanship  4. Equipment of the sport  5. Court markings of the sport | 1. Soccer balls/soccer goals  2.Basketballs  3.Footballs  4.6” and 7” all-purpose balls  5.Appropriate Courts  6.Cones  7.Stopwatch  8.Pinnies  9.Daily Weight Lifting and Sports Participation Rubrics  10.Teacher Observations  11.Teacher led skills test / Written quizzes and tests |
|  | 1. Apply and demonstrate the elements of the mature form of the manipulative skills of throw, catch, and hit in modified game settings.  2. Demonstrate all element to infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games.  3.Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games.  4. Analyze the benefits of exhibiting behaviors, which exemplify each of the personal social character traits of constructive competition, initiative, and leadership in dynamic settings.  5. Exhibit, consistently, behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  6. Exhibit, consistently, behaviors which exemplify each of the personal/social character traits of constructive competition initiative, and leadership in dynamic settings. | STRIKING/FIELDING GAMES:  1.Softball  2.Kickball  3.Matball | 1. Students will perform skills of throwing, catching, and hitting during skills testing and/or modified games of softball/kickball/mattball.  2. Students will execute infield/outfield skills on defense and staying in skills on offense during modified games of softball/kickball/mattball.  3. Students will apply knowledge of modified games in dynamic settings.  4. Students will exhibit personal social skills towards self and others in class. | **M.1.MS.4**  **M.1.MS.5**  **M.1.SG.1**  **K.2.SG.1**  **K.2.PS.1**  **K.2.PS.2**  **B.5.PS.1**  **B.5.PS.2** | 1. Students will apply scoring, rules, games situations and us of field markings to play modified games of softball/kickball/mattball.  2. Students will work with other students to play modified games of softball/kickball/mattball.  3. Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation and compassion) that may be demonstrated during modified striking/fielding games.  4. Student will identify and demonstrate personal social skills (focusing on constructive competitions, initiative, leadership) that may be demonstrated during modified striking/fielding games.  5. Students will identify, apply and analyze rules, scoring, games situations, court markings ion a knowledge test Striking/Fielding Games.  6. Students will work with other students to play games/modified games of softball/kickball/mattball. | 1. Game Rules of each sport  2. Sportsmanship  3. Equipment of the sport  4. Court markings of the sport | 1. Softballs/bats  2. Softball field  3. Kickballs/kickball field and equipment  4. Daily Weight Lifting and Sports Participation Rubrics  5. Teacher observations  6. Teacher led Skills Tests/ Written quizzes/test. |
|  | 1.Demonstrate all elements of tactical problems, such as accuracy in distance and direction (e.g., implement selection, set up routine/starting position) during target games.  2.Demonstrate all elements of tactical problems of accuracy in trajectory (e.g., shot execution/placement, AND spin) during target games.  3. Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in modified target games in dynamic setting. | TARGETING GAMES:  BOWLING | 1.Students will demonstrate four step approach and balanced release while bowling.  2. Students will apply knowledge of bowling in dynamic settings.  3. Students exhibit personal social skills towards self and others in the class. | M.1.TG.1  M.1.TG.2  K.2.MS.2  K.2.PS.1  K.2.PS.2  B.5.PS.1  B.5.PS.2 | 1. Students will apply scoring, rules and games situation while bowling.  2. Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation and compassion)  3. Student will identify and demonstrate personal social skills (focusing on constructive competitions, initiative, leadership) that may be demonstrated during modified target games.  4. Students will identify, apply and analyze rules, scoring, games situations, lane markings on a knowledge test of Target Games. | 1. Game rules of bowling.  2. Scoring  3. Sportsmanship and etiquette of bowling | 1.Daily Weight Lifting and Sports Participation Rubrics  2. Teacher observations  3. Teacher led written quizzes and tests.  4. Bowling Alley and bowling equipment |

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| **Timeline** | **Assessment**  What evidence (products and/or performances) will be collected to establish that the content and skills have been learned? (F=formative, S=summative, DD=in data director) | **Unit Content**  What topic(s) will be taught and learned? What do students need to know? | **Skills**  What do students have to be able to do related to the content? (In addition, these may be written as student-friendly targets- “I can” statements | **Content**  **Expectations**  **(code)**  **Power Standards (PS in bold)** | **Instructional Strategies/**  **Activities**  What strategies will be used to develop the skills and knowledge (can be for either teacher or student) | **Academic Vocabulary** | **Resources & Technology**  What materials, texts, videos, internet, software, or human resources will support instruction |
| One Week | 1.Demonstrate the elements of the mature form of the manipulative skills of, ground strike, volley, and overhead pass in dynamic settings.  2.Demonstrate elements of tactical problems, including off-the-object and on-the-object movements of scoring and defending/attacking as a pair/team during modified games of tennis.  3. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team during modified games of tennis.  4. Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/team during modified games of tennis.  5.Anaylzez the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  6. Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.  7. Exhibit behaviors which exemplify each of the personal/social character traits of constructive completion, initiative, and leadership in dynamic settings. | NET WALL  GAMES  Tennis | 1.Students will perform skills of the serve, ground strokes of forehand and back hand, and the volley.  2.Students will execute on-the-ball, and off-the-ball movements of offensive and defensive scoring, and preventing scoring during games/modified games of volleyball.  3.Students will apply knowledge of the games and modified games in dynamic settings.  4.Students will exhibit personal social skills towards self and others in the class. | M.1.MS.5  M.1.NG.1  M.1.NG.2  K.2.NG.1  K.2.NG.2  K.2.PS.1  K.2.PS.2  B.5.PS.1  B.5.PS.2 | 1. Students will execute tennis serves based on Tennis Skills Rubrics.  2.Students will execute ground strokes and volleys over the net, in bounds, based on Tennis Skills Rubrics.  3.Students will identify, apply and analyze rules, scoring, games situations, court markings on a knowledge test.  4. Students will work with other students to play games/modified games of tennis.  5.Students will identify and demonstrate personal social skills (focusing on responsibility, best effort, cooperation and compassion) that may be demonstrated during the game and modified game play.  6. Students will identify and demonstrate personal social skills (focusing on constructive competitions, initiative, leadership) that may be demonstrated during the game and modified game play. | 1.Tennis serve  2.Forehand  3.Backhand  4.Volley  5.Tennis scoring  6.Doubles and singles court  7. Tennis Etiquette | 1. Teacher Written/Verbal Tests  2.Rubrics of Skills  3.Participation Rubrics  4.Personal/Social Rubrics |