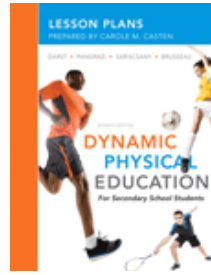
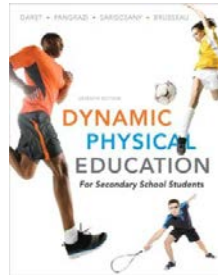


Jefferson County Public Schools

Physical Education Curriculum Map: High School 2014-2015 Revision

Resources: Darst, P.W. & Pangrazi, R.P. (7th Edition) *Dynamic Physical Education for Secondary School Students*. Pearson Publishing: San Francisco, CA.

Resources: Darst, P.W. & Pangrazi, R.P. (7th Edition) *Lesson Plans: Dynamic Physical Education for Secondary School Students*. Pearson Publishing: San Francisco, CA.



The following represents a learning map for a high school physical education course but has provided lessons for more than 9 weeks. In the case that a physical education course is **12 or 18 weeks**, the physical education teacher has two options: (1) Repeat a some of the lessons that were already taught for the second 9 weeks of the semester, making appropriate modifications to essential questions, learning targets and instructional activities; or (2) Using the focus classifications table below, create his/her own lessons that would be appropriate for the classroom based on the equipment and space have at his/her school. *Note: Simply doubling the number of days for any or each set of lessons is not appropriate.*

Focus Classifications Table	
Invasion	Hockey Lacrosse Netball Capture the Flag
Net/Wall	Table Tennis One Wall Handball
Fielding/Run Scoring	Cricket Over the Line Rounders
Innovative Activities	Walking/Jogging/Track and Field Adventure Education Activities Gymnastics Golf Pilates/Yoga

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Physical Education Standards

2014 National Physical Education Standards (NASPE)

Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

High School Enduring Knowledge – Understandings

Students will understand that

NASPE

movement concepts, principles, strategies, and tactics apply to the learning and performance of physical activities	1/2
motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable	1/2
basic and advance skills and tactics need to be refined, combined and varied in the development of specialized skills	1/2

High School - Skills and Concepts

Students will

NASPE

identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.	2
analyze the contribution mechanical principles have in improving movement performance.	2
explain how successful performance is impacted by physical, intellectual and emotional behaviors.	2
provide examples of how basic technical skills can help overcome certain physical limitations (e.g., height, muscle development).	2
recognize physical activity as an opportunity for positive social and group interaction.	4/5
explain the role the body (e.g., muscles, bones) has in the performance of skills and tactics used in sports and other physical activities	2

evaluate how an analysis of specialized movement patterns (e.g., golf club swing, shooting a basketball) and sequence evaluation (e.g., positioning, performing, follow through) can be used to detect and correct errors in performances.	2
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Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

Academic Expectations

- 2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.34 Students perform physical movements skills effectively in a variety of settings.
- 2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.
- 3.1 Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2 Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7 Students demonstrate the ability to learn on one’s own.
- 4.2 Students use productive team membership skills.

High School Enduring Knowledge – Understandings

Students will understand that	NASPE
leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.	4/5
regular participation in health-enhancing and personally rewarding physical activities has physical, emotional/mental and social benefits.	4/5
techniques, strategies and practice are important for improving performance of sport skills.	2
adhering to rules and procedures, etiquette, cooperation and teamwork, ethical behavior and positive social interaction impacts the effective participation in sports and physical activities.	5
basic components of fitness impacts lifetime physical wellness.	4
principles and techniques are used to improve/maintain physical fitness levels throughout life.	4
an individual needs a personal plan for achieving and maintaining fitness goals.	3

High School Skills and Concepts

Students will understand that	NASPE
design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities.	3
evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.	4/5
analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development	2
evaluate the impact of techniques used to improve motor skills (e.g., self-evaluation, individualized coaching, feedback).	2
participate regularly in physical activity	3
when participating in a variety of physical activities, sports and games: <ul style="list-style-type: none"> • identify and apply rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one’s own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) • analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution • develop and compare effectiveness of game strategies for offensive and defensive play 	5

design, implement, assess and refine a personal fitness plan based on the FITT Principle (Frequency, Intensity, Type, Time)	3
compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)	3/4/5
explain how the systems of the body (e.g., muscular, skeletal, nervous, respiratory, circulatory) respond to exercise	4
analyze and explain the relationships between caloric intake and caloric expenditure in relation to body composition, nutrition and physical activity	2/4

High School PE Curriculum Map 2014-2015 Revision

This curriculum map is designed as a tool to allow physical education teachers to select standards-based lessons to teach within their class taking in to account that every teacher's class schedule, student population, and equipment inventory may be different. However, as a District, it is important that we all find certain consistencies in the design and teaching of our lessons regardless of what the lesson focus is within your class.

In Jefferson County Public Schools, it is recommended the physical education lessons be organized into four parts:

<u>Lesson Part</u>	<u>% of Class Time</u>
1. Introductory activity	10%
2. Fitness Activity	25%
3. Lesson Focus	45%
4. Game	20%

- The **introductory activity**, (sometimes called an instant activity or warm-up) is designed to provide immediate activity while reviewing management protocol and preparing students for an active lessons. This portion the lesson should be about 10% of your total lesson time. *Examples of these activities would be anything the students can do right away without a lot of instruction, such as quick skill reviews from last class or tag games.* We have included many examples from Dynamic Physical Education and other sources.

- The **fitness activity** is designed to expose students to a variety of fitness related activities while teaching fitness concepts and ensuring vigorous activity in every lesson; this portion of the lesson should be about 25% of the total lesson time. *Examples of these activities would be anything that promotes at least one component of fitness, such as fitness circuit or station training.* **If you are performing a fitness assessment, (e.g. Pacer, student self-assessment) this would be the time of the lesson to complete; it is not appropriate to spend an entire lesson testing student fitness.**

- The **lesson focus** is the majority of the lesson and is designed to teach physical skills. The process of performing skills is emphasized and repetition and refinement is the overall goal. This portion of the lesson should be approximately 45% of the lesson time.

- The final portion of the lesson is **the game**. This portion of the lesson provides students with a fun conclusion to the lessons that typically allows them to apply the skills learned in a game setting. The game is typically around 20% of the lesson time.

Again, this document is set-up to allow a teacher to select lessons that can be conducted within their class using the equipment they already have. If the teacher does not know how to perform a particular introductory or fitness activity that is listed on a lesson, he/she may simply substitute it with something the students already know. Although many lessons have already been developed, this still allows teachers to use their professional expertise to teach the activities that their students want to learn while keeping in mind that each school has different schedules, class sizes, and equipment.

Special Situation Lessons

These lessons do not necessarily fit in to a specific category, but are essential to a quality physical education program. The first few days of class are vital when it comes to developing and setting class procedures and expectations; these class procedures should constantly be reinforced throughout each lesson, especially during the introductory activity.

Orientation

Fundamental Skills

Cooperative Skills

PACER / Fitness Self-Assessments

Focus: Orientation (1)	Suggestion: 1 – 2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: <u>Students will:</u> identify and apply rules of behavior and fair play</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>	
Posted Learning Targets	
<p>I can identify the physical education class procedures that will help me be a successful student.</p> <p>I can identify one area of health and/or fitness that I want to improve.</p>	
Essential Question	
<p>What are the physical education procedures and how will they help with my overall success?</p>	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Toss and Catch an object alone or with a partner. Describe different exploratory activities students can try as they toss and catch the object (e.g., toss/catch with favorite hand, with non-dominant hand, one hand to the other, catch as high/low as possible, toss spin and catch, toss clap and catch, toss over head and catch on back, toss and catch on foot/knee/elbow). <u>** Develop a start and stop method during this first activity that will be used throughout the class. (example, Say freeze and raise your hand or blow two quick whistles and raise your hand)</u></p> <p>Fitness Activity: Teacher Led Physical Fitness (Pg. 300-301 DPE Text) – Suggestion: Move and Quickly Stop or Move and Perform a Fitness Task</p> <p>Focus Activity: Orientation Procedures – Course Focus (development of lifetime wellness) How do we enter the gym? What is the start and stop signal? Where/how do we take attendance? How we use and what we do with assessments? What are the Locker room procedures? Are there any student questions? <i>What do you want out of physical education class – Setting a measureable wellness goal. Set goal in relation to amount of activity to strive for during physical education class.</i></p> <ul style="list-style-type: none"> • Discuss what it means to be measureable/obtainable <p>Game: Tag Games (Pg. 303-304 DPE Text) – Suggestion – Any type of tag that allows a student to do something, then continue to move. If you are tagged you should balance on one foot for a count of 5, perform 5-10 jumping jacks, etc.</p>	
Assessment:	
Set a personal wellness goal – Due next class	
Important Vocabulary:	
<p>Goal Setting Lifetime Wellness</p>	

Setting a Personal Wellness Goal

*KCAS: **Students will:** evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life. **AAHPERD Outcome - S3.H6.L1***

Setting a personal wellness goal is a valuable skill that you can use throughout your lifetime. Make sure you focus on something that is specific, measureable and attainable in a short amount of time (9-18 weeks).

1. What specific area of health or personal wellness do you want to work toward improving? (*Example: "I want to improve my cardiovascular health or I want to lose weight"*)

2. Can your statement above be measured? If not, re-write the statement so it is measureable. **Remember, a measureable statement usually involves numbers.** *Example: "I want to be able to perform 23 laps on the PACER."*

3. In what period of time do you want to accomplish your goal? (End of the grading period, end of the semester, etc.) *Example: "I want to be able to perform 23 laps on the PACER by the end of the semester."*

4. Why is this specific goal important to you?

5. What things can you do outside of school to work toward accomplishing your goal?

Focus: Orientation (2)	Suggestion: 1 – 2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 4</i>-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5</i>-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: <u>Students will:</u> identify and apply rules of behavior and fair play</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>	
Posted Learning Targets	
<p>I can identify the physical education class procedures that will help me be a successful student. I can identify one area of health and/or fitness that I want to improve.</p>	
Essential Question	
<p>What are the physical education procedures and how will they help with my overall success?</p>	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Toss and Catch an object alone or with a partner. Describe different exploratory activities students can try as they toss and catch the object (e.g., toss/catch with favorite hand, with non-dominant hand, one hand to the other, catch as high/low as possible, toss spin and catch, toss clap and catch, toss over head and catch on back, toss and catch on foot/knee/elbow).</p> <p>** Develop a start and stop method during this first activity that will be used throughout the class. (example, Say freeze and raise your hand or blow two quick whistles and raise your hand)</p> <p>Fitness Activity: Teacher Led Physical Fitness (DPE Text - pg. 300-301) – Suggestion: Move and Freeze or Move and perform a fitness task</p> <p>Focus Activity: Orientation Review, (make sure students understand the class procedures) & Create your Own Activity – Assessment Activity</p> <p>Game: Tag Games (DPE Text pg. 303-304) – Suggestion – Any type of tag that allows a student to do something, then continue to move. If you are tagged you should balance on one foot for a count of 5, perform 5-10 jumping jacks, etc.</p>	
Assessment:	
Cooperative Learning Activity – Groups of 3-5	

Names _____|_____

_____|_____

Create Your Own Activity

In small groups (no more than 5), please select equipment to use for your game. Your game needs to follow the following procedures:

- Your game can have no more than two of the same pieces of equipment. (Example: you can use two hula hoops, but not three.)
- Your game must have 4 rules/procedures or less.
- Your game needs to have an objective or goal. (How do you complete the game?)

1. What is the name of your activity _____

2. Is your activity an individual or team activity? (Circle one)

3. In the space below, list the rules/procedure of your activity?

4. What is the main objective of your game? (How do you score, win, finish, etc.)

5. What component of fitness is best utilized during this activity? (Circle One)

Cardiovascular Fitness

Muscular Strength & Endurance

Flexibility

Body composition

Focus: Fundamental Skills (1)	Suggestion: 1 – 2 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can demonstrate three locomotor skills</p> <p>I can demonstrate three fundamental skills</p> <p>I can relate locomotor and/or fundamental skills discussed in class with activities I do outside of the school day</p>	
Essential Question	
<p>What are the fundamental skills that are used in during physical activity?</p>	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Toss and Catch an object alone or with a partner *Reinforce your start and stop method</p> <p>Fitness Activity: Marking (DPE Text- pg. 302) or other movement/tag games</p> <p>Focus Activity: Fundamental skills - Locomotor Skill review. (Walking, running, sliding, jumping, etc.) <i>Continue to relate these movements to things that the students may do outside of school or ask the students how they use these skills outside of class.</i></p> <ul style="list-style-type: none"> • Extend these movements with tag games that add additional practice if necessary <p>Game: Tag Games (DPE Text - pg. 303-304) – Suggestion – Again, anything that involves dodging and fleeing – Example: If you are tagged you should balance on one foot for a count of 5, perform 5-10 jumping jacks, etc.</p>	
Assessment:	
<p>How do these skills relate to me?</p>	

Name _____

Exit Slip
How do Locomotor Skills Relate to Me?

***KCAS: Students will understand that:** movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.*

In the space below, list three locomotor skills discussed today and in the space below, describe how you could or already use one of these skills outside of the PE classroom.

- 1.
- 2.
- 3.

Which skill could you use or already use outside of school?

Name _____

Exit Slip
How do Locomotor Skills Relate to Me?

***KCAS: Students will understand that:** movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.*

In the space below, list three locomotor skills discussed today and in the space below, describe how you could or already use one of these skills outside of the PE classroom.

- 1.
- 2.
- 3.

Which skill could you use or already use outside of school?

Focus: Fundamental Skills (2)	Suggestion: 1 – 2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can demonstrate three locomotor skills I can demonstrate three fundamental skills I can relate locomotor and/or fundamental skills discussed in class with activities I do outside of the school day</p>	
Essential Question	
What are the fundamental skills that are used in during physical activity?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Equipment Exploration – Have a variety of equipment available for students to try – Watch that students are using equipment safely and properly. *Reinforce your start and stop method</p> <p>Fitness Activity: Tag Games (DPE Text – pg. 303-304)</p> <p>Focus Activity: Fundamental skills – Manipulative Skills (throwing, kicking, striking, catching, etc)</p> <p>Game: 3-passes – Even groups are divided into 2 teams, they try to complete 3 passes, (throw and catch) as a team in a row, without the ball touching the ground or getting intercepted by the other team. If 3 passes are completed, that team gets a point and the other team gets the ball.</p> <ul style="list-style-type: none"> • Extend to “5 passes” if necessary 	
Assessment:	
How do these skills relate to me?	

Name _____

Exit Slip
How do Manipulative Skills Relate to Me?

KCAS: Students will understand that: movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.

In the space below, list three fundamental skills discussed today and in the space below, describe how you could, or already use one of these skills outside of the PE classroom.

- 1.
- 2.
- 3.

Which skill could you use or already use outside of school?

Name _____

Exit Slip
How do Manipulative Skills Relate to Me?

KCAS: Students will understand that: movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.

In the space below, list three fundamental skills discussed today and in the space below, describe how you could, or already use one of these skills outside of the PE classroom.

- 1.
- 2.
- 3.

Which skill could you use or already use outside of school?

Focus: Cooperative Skills (1)	Suggestion: 1-2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 4</i>-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5</i>-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> identify and apply rules of behavior and fair play</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction</p>	
Posted Learning Targets	
<p>I can work with a group to accomplish a task</p> <p>I can identify activities that help all components of fitness.</p>	
Essential Question	
<p>What are keys to accomplishing a group challenge?</p>	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Students playing hacky sack or catch with a bean bag in groups no larger than 4</p> <p>Fitness Activity: Simple Circuit Training (DPE Text pg. 340)</p> <p>Focus Activity: Discuss and review the components of fitness.</p> <ul style="list-style-type: none"> • Cooperative Activities (Refer to pg. 401-403 in DPE text) <p>Game: Group Name Juggling (DPE Text - pg. 402)</p> <ul style="list-style-type: none"> • In larger groups (6-8), make a circle and toss an object – make sure everyone is able to toss and catch the object in a pattern before someone touches it twice; in other words, create an order in which you toss it around your circle. • Once the order is learned, add a second object, continue to toss in order, but now you need to be aware of two items instead of one. • Continue to add items/speed-up your pace of tossing/catching. 	
Assessment:	
<p>Components of Fitness Review - Exit Slip</p>	

Name _____

Components of Fitness Review

In your own words, describe why each component of fitness is important for your personal wellness; feel free to provide examples of activities you already do that require these components.

- 1. Cardiovascular Fitness**
- 2. Muscular Strength & Endurance**
- 3. Flexibility**
- 4. Body composition**

Name _____

Components of Fitness Review

In your own words, describe why each component of fitness is important for your personal wellness; feel free to provide examples of activities you already do that require these components.

- 1. Cardiovascular Fitness**
- 2. Muscular Strength & Endurance**
- 3. Flexibility**
- 4. Body composition**

Focus: Cooperative Skills (2)	Suggestion: 1-2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> identify and apply rules of behavior and fair play</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction</p>	
Posted Learning Targets	
<p>I can work with a group to accomplish a task</p> <p>I can identify activities that help all components of fitness.</p>	
Essential Question	
What are keys to accomplishing a group challenge?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Equipment Discovery – Allow students to utilize many different pieces of equipment in a safe manner.</p> <p>Fitness Activity: Simple Circuit Training (DPE Text - pg. 340)</p> <p>Focus Activity: Cooperative Activities (Refer to pg. 401-403 in DPE text)</p> <p>Game: Five Passes (pg. 424): Even groups are divided into 2 teams, they try to complete 5 passes, (throw and catch) as a team in a row, without the ball touching the ground or getting intercepted by the other team. If 5 passes are completed, that team gets a point and the other team gets the ball. Extend this by requiring teams to catch the 5th pass in a certain zone or goal area.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: PACER/Fitness Self-Assessment (1)	Suggestion: 1 Day
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
I can self-assess my own cardiovascular endurance levels.	
Essential Question	
What physical activities do I enjoy that could help me lose or maintain body weight.	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Equipment Discovery – Allow students to utilize many different pieces of equipment in a safe manner.</p> <p>Fitness Activity: Fitness Self Assessment – PACER Test</p> <p>Focus Activity: Review a previous skill. (Example: Basketball Review)</p> <p>Game: Play a game that you have already done (Example: 3 on 3 Games)</p>	
Assessment:	
Teacher Observation – PACER self-assessment	
Important Information	
<p>Please consult Donna Benton if you need the PACER resource. (donna.benton@jefferson.kyschools.us)</p> <p>If you implement the assessment, do it more than twice per semester to see student growth. The fitness assessment should be used as a tool to allow a student to self-assess and set goals for their personal fitness level and should not be used as punishment, nor to determine grades, nor published where others can see.</p>	

Invasion Games

Invasion games promote cardiovascular fitness and ask individuals or teams to invade an opponent's side to accomplish a goal of some sort. Many of these games require participants to utilize different locomotor, manipulative, and fundamental skills to participate effectively.

Soccer Skills

*Frisbee Skills

Team Handball

*Basketball Skills

Football Skills

*Lifetime physical activity

Focus: Soccer Skills (1)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> Techniques, strategies, and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> Basic components of fitness impacts lifetime physical wellness</p> <p>KCAS: <u>Students will:</u> analyze the values of rules, fair play, cooperation, sportsmanship, teamwork, and conflict resolution.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can name one fitness component used in soccer</p> <p>I can identify and follow three soccer rules</p> <p>I can discuss one strategy (offensive, defensive, etc.) for soccer</p> <p>I can apply soccer skills in a game situation.</p>	
Essential Question	
What are the skills, rules, and wellness benefits of soccer?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): <u>Teacher Pre-Assessment</u> – Students should get in to small groups and pass and trap a soccer ball. This is a pre-assessment, make a mental note of the class skill level or use a simple teacher checklist.</p> <p>Fitness Activity: Simple Circuit (DPE Text - pg. 340)</p> <p>Focus Activity: Soccer Skills – Dribbling and Passing practice tasks (DPE Text - pg. 430) Ask the question, “What is one fitness component used in soccer?”</p> <p>Game: Dribble Tag with a soccer ball. (DPE Text - Pg. 416)</p>	
Assessment:	
Exit Slip – List/Describe 3 things that you know about soccer skills	
Important Vocabulary:	
<p>Dribbling</p> <p>Trapping</p>	

Name _____

Soccer Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you already knew or learned today about soccer.

1.

2.

3.

Name _____

Soccer Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you already knew or learned today about soccer.

1.

2.

3.

Focus: Soccer Skills (2)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> Techniques, strategies, and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> Basic components of fitness impacts lifetime physical wellness</p> <p>KCAS: <u>Students will:</u> analyze the values of rules, fair play, cooperation, sportsmanship, teamwork, and conflict resolution.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can name one fitness component used in soccer</p> <p>I can identify and follow three soccer rules</p> <p>I can discuss one strategy (offensive, defensive, etc.) for soccer</p> <p>I can apply soccer skills in a game situation.</p>	
Essential Question	
What are the skills, rules, and wellness benefits of soccer?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Tag Games (DPE Text - pg. 303-304)</p> <p>Fitness Activity: Partner Racetrack Fitness (DPE Text - pg. 349) or any other fitness circuit</p> <p>Focus Activity: Soccer Skills – Dribbling and Shooting/kicking practice tasks (DPE Text - pg. 430)</p> <p>Game: Soccer Keep-away (DPE Text - pg. 432)</p>	
Assessment:	
Reciprocal Task Sheet – Passing for Accuracy	

Name _____

Passing Accuracy Task Sheet

With your partner, mark an area on a wall or place a cone at least 10ft. away. Perform ten passes with the soccer ball while your partner analyzes your skill cues. While passing (the passer), your job is to focus on passing correctly; the partner, (the observer) is watching each pass and should provide feedback.

Skill Cues	1	2	3	4	5	6	7	8	9	10
Ball is contacted with the inside of the foot										
Non-kicking foot plants next to the ball and points toward the target										
Passing foot contacts the ball and follows through.										

Feedback:

Name _____

Passing Accuracy Task Sheet

With your partner, mark an area on a wall or place a cone at least 10ft. away. Perform ten passes with the soccer ball while your partner analyzes your skill cues. While passing (the passer), your job is to focus on passing correctly; the partner, (the observer) is watching each pass and should provide feedback.

Skill Cues	1	2	3	4	5	6	7	8	9	10
Ball is contacted with the inside of the foot										
Non-kicking foot plants next to the ball and points toward the target										
Passing foot contacts the ball and follows through.										

Feedback:

Focus: Soccer Skills (3)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> Techniques, strategies, and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> Basic components of fitness impacts lifetime physical wellness</p> <p>KCAS: <u>Students will:</u> analyze the values of rules, fair play, cooperation, sportsmanship, teamwork, and conflict resolution.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can name one fitness component used in soccer</p> <p>I can identify and follow three soccer rules</p> <p>I can discuss one strategy (offensive, defensive, etc.) for soccer</p> <p>I can apply soccer skills in a game situation.</p>	
Essential Question	
What are the skills, rules, and wellness benefits of soccer?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Dribble Tag (DPE Text - pg. 416)</p> <p>Fitness Activity: Flexibility Circuit (DPE Text - pg. 334-336)</p> <p>Focus Activity: Soccer Skills – Offensive and Defensive strategies – Skill Review (DPE Text - pg. 430 - 431)</p> <p>Game: Sideline Soccer (DPE Text - pg. 432)</p>	
Assessment:	
Heart Rate Check	
Important Vocabulary:	
<p>Offense</p> <p>Defense</p> <p>BPM</p>	

Name _____

Heart Rate Check

At the beginning, middle, and at the end of class, stop and check your heart rate; the heart rate can be checked, on the neck, wrist, or even by placing your hand over your heart. Count the beats for 60 seconds and determine what your current heart rate is; (to save time count for 30 seconds and multiply by 2).

Heart rate at the beginning of class _____BPM (Beats per minute)

Heart rate at the middle of class _____BPM

Heart rate at the end of class _____BPM

Name _____

Heart Rate Check

At the beginning, middle, and at the end of class, stop and check your heart rate; the heart rate can be checked, on the neck, wrist, or even by placing your hand over your heart. Count the beats for 60 seconds and determine what your current heart rate is; (to save time count for 30 seconds and multiply by 2).

Heart rate at the beginning of class _____BPM (Beats per minute)

Heart rate at the middle of class _____BPM

Heart rate at the end of class _____BPM

Focus: Soccer Skills (4)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> Techniques, strategies, and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> Basic components of fitness impacts lifetime physical wellness</p> <p>KCAS: <u>Students will:</u> analyze the values of rules, fair play, cooperation, sportsmanship, teamwork, and conflict resolution.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can name one fitness component used in soccer</p> <p>I can identify and follow three soccer rules</p> <p>I can discuss one strategy (offensive, defensive, etc.) for soccer</p> <p>I can apply soccer skills in a game situation.</p>	
Essential Question	
What are the skills, rules, and wellness benefits of soccer?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Marking (DPE Text - pg. 302)</p> <p>Fitness Activity: Strength Circuit (DPE Text - pg. 334-336)</p> <p>Focus Activity: Soccer Skills – Offensive and Defensive strategies – Skill Review (DPE Text - pg. 430 - 431)</p> <p>Game: Small Sided Soccer Games – Modify them based on class size and time.</p>	
Assessment:	
Exit Slip – List/Describe 3 things that you know about soccer skills	

Name _____

Soccer Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you already knew or learned today about soccer.

4.

5.

6.

Name _____

Soccer Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you learned about soccer during the past lessons.

1.

2.

3.

Focus: Frisbee Skills (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can demonstrate two Frisbee throws</p> <p>I can demonstrate two Frisbee catches</p> <p>I can identify Frisbee golf as a lifetime activity</p>	
Essential Question	
What are the physical activities that involve Frisbees?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Walk and Talk (students find a partner or small group and walk and talk anywhere in the designated area)</p> <p>Fitness Activity: Fitness Circuit</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <pre> graph TD Core[Core Exercises] --> Crab[Crab Walk] Crab --> JumpingRope[Jumping Rope] JumpingRope --> PushUp[Push Up Choices] PushUp --> JumpingJacks[Jumping Jacks] JumpingJacks --> ArmCircles[Arm Circles] ArmCircles --> Core </pre> </div>	
<p>Focus Activity: Frisbee Related Skills (DPE Text - pg. 456-458) – Throwing, catching</p> <ul style="list-style-type: none"> Describe how to hold, throw, and catch a Frisbee <p style="text-align: center;"><u>Complete Frisbee Task Sheet with a partner</u></p>	
<p>Game: Twenty-One (DPE Text - pg. 458)</p> <ul style="list-style-type: none"> If your partner catches it with 2 hands, they get 1 point – 1 hand they get 2 points Player that gets to 21 first wins. 	
Assessment:	
Frisbee Task Sheet	

Name _____

Frisbee Task Sheet

Perform the following tasks with your partner. When you complete this task sheet, turn it in, and play catch with your partner until everyone is done.

Task	Completed?
Throw the Frisbee with your dominate hand to your partner 10 times – Make sure your partner uses a two-handed sandwich catch	
Throw the Frisbee with your non-dominate hand to your partner 10 times - Make sure your partner uses a two-handed sandwich catch	
Throw your Frisbee to your partner so they can complete a one-handed catch 10 times	
Throw your Frisbee to your partner at a low level 10 times	
Try to throw your Frisbee to your partner with a curve 10 times	

Which task was the most difficult, why?

Name _____

Frisbee Task Sheet

Perform the following tasks with your partner. When you complete this task sheet, turn it in, and play catch with your partner until everyone is done.

Task	Completed?
Throw the Frisbee with your dominate hand to your partner 10 times – Make sure your partner uses a two-handed sandwich catch	
Throw the Frisbee with your non-dominate hand to your partner 10 times - Make sure your partner uses a two-handed sandwich catch	
Throw your Frisbee to your partner so they can complete a one-handed catch 10 times	
Throw your Frisbee to your partner at a low level 10 times	
Try to throw your Frisbee to your partner with a curve 10 times	

Which task was the most difficult, why?

Focus: Frisbee Skills (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can demonstrate two Frisbee throws</p> <p>I can demonstrate two Frisbee catches</p> <p>I can identify Frisbee golf as a lifetime activity</p>	
Essential Question	
What are the physical activities that involve Frisbees?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Twenty-One (DPE Text - pg. 458)</p> <ul style="list-style-type: none"> • If your partner catches it with 2 hands, they get 1 point – 1 hand they get 2 points • Player that gets to 21 first wins. <p>Fitness Activity: Partner Racetrack Fitness (DPE Text - pg. 349) – One partner is jogging, while the other is in the middle of the racetrack performing a fitness station such as crunches, modified push-ups, jump rope, etc.</p> <p>Focus Activity: Throwing for distance and accuracy and other Frisbee-related skills (DPE Text - pg. 458)</p> <p>Game: Frisbee Golf (DPE Text - pg. 459)</p>	
Assessment:	
Visual Observation & Frisbee Golf Score Card	

Frisbee Golf Score Individual Card

Name _____

Hole	Suggested Number of Shots (Par)	Number of Shots
1		
2		
3		
4		
5		
6		
7		
8		
9		

Frisbee Golf Score Individual Card

Name _____

Hole	Suggested Number of Shots (Par)	Number of Shots
1		
2		
3		
4		
5		
6		
7		
8		
9		

Focus: Frisbee Skills (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principals, strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can demonstrate two Frisbee throws</p> <p>I can demonstrate two Frisbee catches</p> <p>I can identify Frisbee golf as a lifetime activity</p>	
Essential Question	
What are the physical activities that involve Frisbees?	
Instructional Activities	
<p>Introduction Activity (As soon as students enter): Twenty-One</p> <p>Fitness Activity: Spider Tag or other tag games (DPE Text - pg. 303-304)</p> <p>Focus Activity: Frisbee-related skills – Throws, catches, & Pivots (DPE Text - pg. 456-458)</p> <p>Game: Modified Ultimate Frisbee Games (DPE Text - pg. 458)</p>	
Assessment:	
Teacher Observation	

Focus: Team Handball (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> principles and techniques are used to improve/maintain physical fitness levels throughout life.</p> <p>KCAS: <u>Students will:</u> develop and compare effectiveness of game strategies for offensive and defensive play.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify two offensive/defensive strategies used in team handball</p> <p>I can identify team handball as a lifetime physical activity</p> <p>I can demonstrate two team handball shots</p>	
Essential Question	
<p>What sport skills that we have already learned are used while playing team handball?</p>	
Instructional Activities	
<p>Introduction Activity: Flash Drill (DPE Text - pg. 300)</p> <p>Fitness Activity: Walk Jog Sprint (DPE Text - pg. 346)</p> <p>Focus Activity: Passing and catching – chest, bounce, over head, shovel pass, etc (DPE Text - pg. 443-444)</p> <p>Game: Five Passes (DPE Text - pg. 424)</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Team Handball (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> principles and techniques are used to improve/maintain physical fitness levels throughout life.</p> <p>KCAS: <u>Students will:</u> develop and compare effectiveness of game strategies for offensive and defensive play.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify two offensive/defensive strategies used in team handball</p> <p>I can identify team handball as a lifetime physical activity</p> <p>I can demonstrate two team handball shots</p>	
Essential Question	
<p>What sport skills that we have already learned are used while playing team handball?</p>	
Instructional Activities	
<p>Introduction Activity: Five Passes or another quick activity involving throwing and catching</p> <p>Fitness Activity: Four Corners – Select 4 activities (one for each corner, have students move through each station for an equal amount of time). (DPE Text - pg. 340)</p> <p>Focus Activity: Shooting and Defense Drills (DPE Text - pg. 444) – Practice the jump, dive, lob, and penalty shots – discuss the defensive strategies that could be used.</p> <p>Game: Modified team handball games (DPE Text - pg. 445)</p>	
Assessment:	
<p>Teacher Observation Checklist</p>	

Focus: Team Handball (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> principles and techniques are used to improve/maintain physical fitness levels throughout life.</p> <p>KCAS: <u>Students will:</u> develop and compare effectiveness of game strategies for offensive and defensive play.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify two offensive/defensive strategies used in team handball</p> <p>I can identify team handball as a lifetime physical activity</p> <p>I can demonstrate two team handball shots</p>	
Essential Question	
<p>What sport skills that we have already learned are used while playing team handball?</p>	
Instructional Activities	
<p>Introduction Activity: Mirror Drill (DPE Text - pg. 305)</p> <p>Fitness Activity: Fitness Challenge Course – (DPE Text - pg. 343-344)</p> <p>Focus Activity: Team Handball Stations (Pg. 323 Lesson Plan Book)</p> <p>Station 1: Passing - Chest, bounce, overhead, one-handed, shoulder/baseball pass</p> <p>Station 2: Passing – Side Arm, hand-off, and roller pass</p> <p>Station 3: Passing – Hook pass, jump pass, behind-the-back pass</p> <p>Station 4&5: Shooting – Have students use the passes learned to lead up to a shot</p> <p>Game: Modified team handball games (DPE Text - pg. 445)</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Basketball (1)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in basketball</p> <p>I can identify and follow basketball rules</p> <p>I can identify basketball as a lifetime activity</p>	
Essential Question	
<p>What skills do you need to know to participate in basketball as a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Move and Quickly Stop (DPE Text - pg. 300)</p> <p>Fitness Activity: Fitness Challenge Course – (DPE Text - pg. 344)</p> <p>Focus Activity: Basketball Skills – Dribbling and passing (pg. 47-50 Lesson Plan Book) or dribbling and passing tasks (pg. 417)</p> <p>Game: Dribble Tag (DPE Text - pg. 416)</p>	
Assessment:	
<p>Exit Slip – List/Describe 3 things that you know/learned about soccer skills</p>	
Important Vocabulary	
<p>Traveling</p> <p>Foul</p> <p>Double-Dribble</p> <p>Pivot Foot</p>	

Name _____

Basketball Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you already knew or learned today about basketball.

1.

2.

3.

Name _____

Basketball Exit Slip

KCAS: Students will understand that: Techniques, strategies, and practice are important for improving performance of sport skills.

In the space below, list and/or describe three things you already knew or learned today about basketball.

1.

2.

3.

Focus: Basketball (2)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in basketball</p> <p>I can identify and follow basketball rules</p> <p>I can identify basketball as a lifetime activity</p>	
Essential Question	
<p>What skills do you need to know to participate in basketball as a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Mirror Drill (DPE Text - pg. 305)</p> <p>Fitness Activity: 5-6 Station fitness circuit of your choice (DPE Text - pg. 340-341)</p> <p>Focus Activity: Defensive and shooting skill work – Shooting tasks – (DPE Text - pg. 417)</p> <p>Game: Basketball Five Passes (Similar to the 3/5 passes keep-a-way game)</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Basketball (3)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in basketball</p> <p>I can identify and follow basketball rules</p> <p>I can identify basketball as a lifetime activity</p>	
Essential Question	
<p>What skills do you need to know to participate in basketball as a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Basketball Shoot-Around or HORSE (matching your partner’s shot)</p> <p>Fitness Activity: 5-6 Station fitness circuit of your choice (DPE Text - pg. 340-341)</p> <p>Focus Activity: Basketball Skills – Applying the skills to the game. – The Lay-up (Self-Assessment) (DPE Text - pg. 415)</p> <p>Game: Three on Three half-court basketball games (DPE Text - pg. 417)</p>	
Assessment:	
<p>Student Self-Assessment – The Lay-Up</p>	

Name _____

The Lay-Up Self Assessment

Performing a lay-up is a very important skill for the game of basketball; think of the following things when performing this skill:

- Approach from an angle (your dominate side would be the easiest)
- The lay-up can be defined as an approach toward the basket finishing with a big skip off of your inside foot.

Example: A right-handed person approaching from the right side could take three steps - left, right, left-foot skip (If approaching from the opposite side, the skill would be reversed).

- At the peak of the skip, drop the inside hand off of the ball and push or “lay” the ball off of the backboard with the shooting hand in to the hoop.

Now, try one lay-up and in the space below, write what you think is the most challenging part of this skill is.

Self Assessment Checklist: Perform 10 lay-ups on your dominate side. After each lay-up, give yourself a score following the scoring rubric below; after ten trials, total your score.

- 1 – Did not perform most of the steps to a lay-up correctly and did not make the shot
- 2 – Did not perform a few of the steps correctly or comfortably, but made the shot
- 3 – Performed all steps correctly and made the shot

Place a 1, 2, or 3 in the box after each trial

	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Score 1-3										

Focus: Basketball (4)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in basketball</p> <p>I can identify and follow basketball rules</p> <p>I can identify basketball as a lifetime activity</p>	
Essential Question	
<p>What skills do you need to know to participate in basketball as a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Dribble Tag</p> <p>Fitness Activity: Never-Ending Knockout</p> <ul style="list-style-type: none"> • Small groups of students assemble into a single file line; each group needs two basketballs • The first two players get a ball. At the start of the game, the first player will shoot. After the first person shoots, the second player may begin shooting. • If the second player makes their shot before the first, the first person is out of the game; they move to the next game within the gym and join the back of that group’s line. <p>Hints:</p> <ul style="list-style-type: none"> ○ When someone makes it you pass it to the next person and the cycle starts over until everybody but one person is out. ○ Keep shooting. If someone misses they can keep shooting from anywhere until either they make it or they get out. <p>Focus Activity: Applying skills and strategies – Discuss and practice defense, rebounding (DPE Text - pg. 415-418)</p> <p>Game: Three on Three half-court basketball games (DPE Text - pg. 417)</p>	
Assessment:	
<p>Shooting Assessment – Peer Review</p>	

Name _____ Date _____

Basketball Shooting Assessment

With a partner, complete this assessment for the basketball jump shot; one partner is the shooter, the other is the observer. The shooter will perform 10 total shots – after each shot, the observer should check the skill cues that were completed correctly. Be sure to provide your partner with feedback regularly to ensure they are shooting correctly. After the shooter completes 10 trials, the observer and shooter switch roles.

Skill Cues	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Shooter leaves the ground with both feet together.										
Ball is released at the peak of the jump with the shooting hand only in a pushing motion.										
Ball travels in an arching motion toward the hoop.										
Follow through snapping the wrist high over your head (Cookie Jar)										
Total										

Comments:

Name _____ Date _____

Basketball Shooting Assessment

With a partner, complete this assessment for the basketball jump shot; one partner is the shooter, the other is the observer. The shooter will perform 10 total shots – after each shot, the observer should check the skill cues that were completed correctly. Be sure to provide your partner with feedback regularly to ensure they are shooting correctly. After the shooter completes 10 trials, the observer and shooter switch roles.

Skill Cues	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Shooter leaves the ground with both feet together.										
Ball is released at the peak of the jump with the shooting hand only in a pushing motion.										
Ball travels in an arching motion toward the hoop.										
Follow through snapping the wrist high over your head (Cookie Jar)										
Total										

Comments:

Focus: Football Skills (1)	Suggestion: 2 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> basic components of fitness impacts lifetime physical wellness.</p> <p>KCAS: <u>Students will:</u> analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in football</p> <p>I can list three football rules</p> <p>I can identify two simple strategies in football</p>	
Essential Question	
What are the roles of offense and defense in football?	
Instructional Activities	
<p>Introduction Activity: Tag Games (DPE Text - pg. 303-304)</p> <p>Fitness Activity: Simple Circuit (pg. 120 Lesson Plan Book)</p> <p>Focus Activity: Football Skills – Throwing & catching - (Pg. 72, 74, 76 Lesson Plan Book)</p> <p>Game: Flickerball (DPE Text - pg. 399-400)</p> <p>Basketball mixed with football and ultimate Frisbee:</p> <p>Players move the ball up and down the basketball court by throwing and catching and shoot the football at the basketball hoop.</p> <p>Scoring can be done in many ways, but you can give a team:</p> <ul style="list-style-type: none"> • 1 point if the ball hits the backboard • 2 points if it hits the rim and • 3 points in the ball goes into the hoop. 	
Assessment:	
Teacher Observation Checklist	

Focus: Football Skills (2)	Suggestion: 2 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p> <p>KCAS: <u>Students will understand that:</u> techniques, strategies and practice are important for improving performance of sport skills.</p> <p>KCAS: <u>Students will understand that:</u> basic components of fitness impacts lifetime physical wellness.</p> <p>KCAS: <u>Students will:</u> analyze the value of rules, fair play, cooperation, sportsmanship, teamwork and conflict resolution</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in football</p> <p>I can list three football rules</p> <p>I can identify two simple strategies in football</p>	
Essential Question	
<p>What are the roles of offense and defense in football?</p>	
Instructional Activities	
<p>Introduction Activity: Flag Grab – (DPE Text - pg. 306)</p> <p>Fitness Activity: Simple Circuit (DPE Text - pg. 340-341) or Continuity Exercises (DPE Text - pg. 341-342)</p> <p>Focus Activity: Football Skills – Punting (not recommended for indoors) blocking/defense, and strategy (pg. 78, 80 – Lesson Plan Book)</p> <p>Game: Modified Football games (DPE Text - pg. 424-425)</p>	
Assessment:	
Teacher Observation Checklist	

Net/Wall Games

Many net games can be considered lifetime activities and are great for classes of all sizes. The following net games have lessons included in this curriculum map:

*Badminton Skills

*Volleyball

*Tennis

Pickleball

*Lifetime physical activity

Focus: Badminton Skills (1)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> explain how successful performance is impacted by physical, intellectual and emotional behaviors.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in badminton</p> <p>I can demonstrate appropriate warm-up for badminton</p> <p>I can identify two badminton strategies</p> <p>I can list at least three badminton rules</p>	
Essential Question	
Why is badminton a lifetime activity?	
Instructional Activities	
<p>Introduction Activity: Marking</p> <p>Fitness Activity: Fitness Circuit of your choice</p> <p>Focus Activity: Badminton Skills – Serve, clears (pg. 20-23 Lesson Plan Book)</p> <p>Game: Partner rally – Points optional <i>Allow students to serve and rally until a point is scored, then allow another student to do the same.</i></p>	
Assessment:	
Teacher Observation Checklist	

Focus: Badminton Skills (2)	Suggestion: 3-4 Days									
NASPE & KCAS Standards Used										
<p><i>NASPE Standard 1</i>-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2</i>-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3</i>-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4</i>-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5</i>-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will understand that: motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: Students will: explain how successful performance is impacted by physical, intellectual and emotional behaviors.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>										
Posted Learning Targets										
<p>I can demonstrate three skills used in badminton</p> <p>I can demonstrate appropriate warm-up for badminton</p> <p>I can identify two badminton strategies</p> <p>I can list at least three badminton rules</p>										
Essential Question										
Why is badminton a lifetime activity?										
Instructional Activities										
<p>Introduction Activity: Partner Hitting - As students enter, have them get a racquet and hit with a partner, with or without a net.</p> <p>Fitness Activity: Jump rope activities – Circuit (DPE Text - pg. 474-476)</p> <p>Focus Activity: Badminton Skills – Review serve – Discuss and practice the smash (DPE Text - pg. 408)</p> <p>Game: Royal Court</p> <ul style="list-style-type: none"> Two partners will be kings/queens of the court on the royal side. They will feed the shuttle to the challenger side and play out the point. If the challenging groups wins, they become the new kings/queens of the court and the tea, that doesn't win goes to the back of the challengers line; if the original king/queen wins, they stay and another challenging team steps up to play. 										
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X		X								
	X	X								
Challengers	X	X								
	X	X								
Assessment:										
Teacher Observation Checklist										

Focus: Badminton Skills (3)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> explain how successful performance is impacted by physical, intellectual and emotional behaviors.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in badminton</p> <p>I can demonstrate appropriate warm-up for badminton</p> <p>I can identify two badminton strategies</p> <p>I can list at least three badminton rules</p>	
Essential Question	
Why is badminton a lifetime activity?	
Instructional Activities	
<p>Introduction Activity: Partner Hitting – As students enter, have them get a racquet and hit with a partner, with or without a net.</p> <p>Fitness Activity: Fitness Circuit</p>	
<pre> graph TD CR[Core Exercises] --> JR[Jumping Rope] JR --> PUC[Push Up Choices] PUC --> JJ[Jumping Jacks] JJ --> AC[Arm Circles] AC --> CR </pre>	
<p>Focus Activity: Badminton Strategy & Drop Shots – Discuss Doubles rules/Procedures (DPE Text - pg. 408-412)</p> <p>Game: Doubles Play – Timed Games</p>	
Assessment:	
Badminton Warm-Up – Exit Slip	

Name _____

Exit Slip

What are two stretches that you can do to ensure you are prepared to play badminton?

1.

2.

Name _____

Exit Slip

What are two stretches that you can do to ensure you are prepared to play badminton?

1.

2.

Name _____

Exit Slip

What are two stretches that you can do to ensure you are prepared to play badminton?

1.

2.

Focus: Badminton Skills (4)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> explain how successful performance is impacted by physical, intellectual and emotional behaviors.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p>	
Posted Learning Targets	
<p>I can demonstrate three skills used in badminton</p> <p>I can demonstrate appropriate warm-up for badminton</p> <p>I can identify two badminton strategies</p> <p>I can list at least three badminton rules</p>	
Essential Question	
Why is badminton a lifetime activity?	
Instructional Activities	
<p>Introduction Activity: Partner Hitting – As students enter, have them get a racquet and hit with a partner, with or without a net.</p> <p>Fitness Activity: Four Corners – Select 4 activities (one for each corner, have students move through each station for an equal amount of time). (DPE Text - pg. 340)</p> <p>Focus Activity: Badminton skill review – Review skills learned so far – make sure each skill is performed properly.</p> <p>Game: Timed doubles games</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Volleyball (1)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate the volleyball skills necessary to play volleyball games for a lifetime</p> <p>I can list three basic volleyball rules</p> <p>I can identify the components of fitness that are benefited from playing volleyball</p>	
Essential Question	
What skills are needed to play volleyball games outside of a physical education setting?	
Instructional Activities	
<p>Introduction Activity: Marking</p> <p>Fitness Activity: Fitness Circuit</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <pre> graph TD CR[Core Exercises] --> JR[Jumping Rope] JR --> PUC[Push Up Choices] PUC --> JJ[Jumping Jacks] JJ --> AC[Arm Circles] AC --> CR </pre> </div>	
<p>Focus Activity: Volleyball Basics – Serving – overhand & underhand, passing (DPE Text - pg. 447)</p> <p>Practice Task: <u>Volleyball ABCs</u></p> <ul style="list-style-type: none"> Groups of 3-4 in a circle, begin with a toss and try to pass within your circle – each successful pass is a letter of the alphabet; when the ball hits the ground, start over. How far in the alphabet can you get? 	
<p>Game: One Bounce Volleyball (DPE Text - pg. 448)</p> <ul style="list-style-type: none"> Volleyball Games – However, one bounce is allowed, but not necessary during a rally, (similar to tennis). 	
Assessment:	
Teacher Observation Checklist	

Focus: Volleyball (2)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will understand that: motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate the volleyball skills necessary to play volleyball games for a lifetime</p> <p>I can list three basic volleyball rules</p> <p>I can identify the components of fitness that are benefited from playing volleyball</p>	
Essential Question	
What skills are needed to play volleyball games outside of a physical education setting?	
Instructional Activities	
<p>Introduction Activity: Volleyball ABCs</p> <ul style="list-style-type: none"> Groups of 3-4 in a circle. Begin with a toss and try to pass within your circle – each successful pass is a letter of the alphabet; when the ball hits the ground, start over. How far in the alphabet can you get? <p>Fitness Activity: Fitness Circuit</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <pre> graph TD CR[Core Exercises] --> JR[Jumping Rope] JR --> PUC[Push Up Choices] PUC --> JJ[Jumping Jacks] JJ --> AC[Arm Circles] AC --> CR </pre> </div>	
<p>Focus Activity: Volleyball Skill Review – Review serves and pass, discuss and practice setting (DPE Text - pg. 447)</p> <p>Why is the set important? Do you need to know the set to play volleyball with your friends?</p>	
<p>Game: Ultimate Volleyball – (no bounces allowed during the rally)</p> <ul style="list-style-type: none"> Volleyball games, but with an unlimited number of hits on each side (not limited to 3) 	
Assessment:	
Teacher Observation Checklist	

Focus: Volleyball (3)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will understand that: motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate the volleyball skills necessary to play volleyball games for a lifetime</p> <p>I can list three basic volleyball rules</p> <p>I can identify the components of fitness that are benefited from playing volleyball</p>	
Essential Question	
What skills are needed to play volleyball games outside of a physical education setting?	
Instructional Activities	
Introduction Activity: Volleyball ABCs	
Fitness Activity: Fitness Circuit	
<pre> graph TD A[Crab Walk Jacks] --> B[Jumping Rope] B --> C[Push Up Choices] C --> D[Jumping] D --> E[Arm Circles] E --> F[Core Exercises] F --> A </pre>	
Focus Activity: Advanced Volleyball Skills – Spiking, Blocking, and other review (DPE Text - pg. 447)	
<ul style="list-style-type: none"> Have students complete a serving self-assessment 	
Game: Volleyball Games – Modify if necessary based off of class numbers, experience, etc.	
Assessment:	
Self Assessment – Serving Checklist	

Name _____

Volleyball Serve Self-Assessment

Perform 10 underhand and overhand serves. After each serve, place an X in the box if the serve was not playable (in bounds); and place a check ✓ in the box if is playable.

Underhand Serve

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10

Overhead Serve

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10

What could you do to improve your current serving skills?

Name _____

Volleyball Serve Self-Assessment

Perform 10 underhand and overhand serves. After each serve, place an X in the box if the serve was not playable (in bounds); and place a check ✓ in the box if is playable.

Underhand Serve

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10

Overhead Serve

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10

What could you do to improve your current serving skills?

Focus: Volleyball (4)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate the volleyball skills necessary to play volleyball games for a lifetime</p> <p>I can list three basic volleyball rules</p> <p>I can identify the components of fitness that are benefited from playing volleyball</p>	
Essential Question	
What skills are needed to play volleyball games outside of a physical education setting?	
Instructional Activities	
<p>Introduction Activity: Volleyball ABCs</p> <p>Fitness Activity: Tag Games</p> <p>Focus Activity: Volleyball Skill Review</p> <ul style="list-style-type: none"> • Briefly review all skills learned • Have students complete a peer skill assessment with the volleyball pass <p>Game: Modified Volleyball Games</p>	
Assessment:	
Peer review	
Teacher Game Observation Rubric (if necessary)	

Name _____

Volleyball Skills Peer Assessment

You and a partner will participate in a short volleyball skills assessment for the forearm pass by using the checklist below. During this assessment, one partner, (the tosser/assessor) will toss the ball to the other partner, (the passer). After each toss, the tosser/assessor will analyze the pass and fill-out the checklist; if you see anything that your partner can do to improve their skill, tell them about it.

Forearm Pass Skill Cues	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Hands Together?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Arms Straight?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Contact on Forearms?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Pass is Controlled?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Total # of Ys Circled										

Name _____

Volleyball Skills Peer Assessment

You and a partner will participate in a short volleyball skills assessment for the forearm pass by using the checklist below. During this assessment, one partner, (the tosser/assessor) will toss the ball to the other partner, (the passer). After each toss, the tosser/assessor will analyze the pass and fill-out the checklist; if you see anything that your partner can do to improve their skill, tell them about it.

Forearm Pass Skill Cues	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Hands Together?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Arms Straight?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Contact on Forearms?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Pass is Controlled?	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N	Y/N
Total # of Ys Circled										

Teacher Observation Skill Checklist
Volleyball

Student Name: _____

Points	3	2	1
Passing	Student performs pass with all proper cues and ball travels where it is expected (over net, to a setter, etc.)	Student performs pass with all proper cues however, the ball does not travel where it is expected.	Student performs pass incorrectly and it does not travel where it is needed.
Serving	Student performs serve with all proper cues and ball travels over net.	Student performs serve with all proper cues - does not travel over the net.	Serve lacks learning cues taught in class and does not go over the net.
Setting	Student performs set with all proper cues and ball travels where it is expected (over net, to a teammate, etc.)	Student performs set with all proper cues however, the ball does not travel where it is expected.	Student performs set incorrectly and it does not travel where it is needed.
Rules	All rules are followed that were taught in class	Most rules are followed, but some are not.	Rule and game knowledge is not evident.
Sportsmanship	Student is a valuable member of a team and approaches each play with a positive attitude	Student seems passive. Student will participate only when ball comes to them.	Student lacks sportsmanship and ability to work with a team.

Teacher Observation Skill Checklist
Volleyball

Student Name: _____

Points	3	2	1
Passing	Student performs pass with all proper cues and ball travels where it is expected (over net, to a setter, etc.)	Student performs pass with all proper cues however, the ball does not travel where it is expected.	Student performs pass incorrectly and it does not travel where it is needed.
Serving	Student performs serve with all proper cues and ball travels over net.	Student performs serve with proper cues - does not travel over the net.	Serve lacks learning cues taught in class and does not go over the net.
Setting	Student performs set with all proper cues and ball travels where it is expected (over net, to a teammate, etc.)	Student performs set with all proper cues however; the ball does not travel where it is expected.	Student performs set incorrectly and it does not travel where it is needed.
Rules	All rules are followed that were taught in class	Most rules are followed, but some are not.	Rule and game knowledge is not evident.
Sportsmanship	Student is a valuable member of a team and approaches each play with a positive attitude	Student seems passive. Student will participate only when ball comes to them.	Student lacks sportsmanship and ability to work with a team.

Focus: Tennis (1)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate two stretches that are appropriate for tennis warm-up</p> <p>I can identify three tennis skills</p> <p>I can apply tennis skills in a game setting</p> <p>I can name three tennis rules</p>	
Essential Question	
Why is tennis considered a lifetime activity ?	
Instructional Activities	
<p>Introduction Activity: Juggling – any object – ball, scarves, etc. (DPE Text - pg. 387 – 390)</p> <p>Fitness Activity: Partner Racetrack Fitness (DPE Text - pg. 349) – One partner is jogging, while the other is in the middle of the racetrack performing a fitness station such as crunches, modified push-ups, jump rope, etc.</p> <p>Focus Activity: Tennis Skills – Racquet control & Forehand and general rules (333-335 Lesson Plan Book)</p> <p>Game: Mini Tennis – Within the front court – this must bounce once before return, no volleys.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Tennis (2)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate two stretches that are appropriate for tennis warm-up</p> <p>I can identify three tennis skills</p> <p>I can apply tennis skills in a game setting</p> <p>I can name three tennis rules</p>	
Essential Question	
<p>Why is tennis considered a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Partner hitting – Get a partner, focus on the forehand</p> <p>Fitness Activity: Flexibility Circuit (DPE Text - pg. 334-336)</p> <p>Focus Activity: Tennis Skills – Forehand and rule review – Backhand and Serving review (339, 345 Lesson Plan Book)</p> <p>Game: Three on Three Tennis Games</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Tennis (3)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate two stretches that are appropriate for tennis warm-up</p> <p>I can identify three tennis skills</p> <p>I can apply tennis skills in a game setting</p> <p>I can name three tennis rules</p>	
Essential Question	
Why is tennis considered a lifetime activity?	
Instructional Activities	
<p>Introduction Activity: Partner hitting – Get a partner, focus on the forehand</p> <p>Fitness Activity: Tag Games</p> <p>Focus Activity: Tennis Skills – Lobs, Drops (pg. 343 Lesson Plan Book)</p> <p>Game: Modified/Timed Tennis Games</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Tennis (4)	Suggestion: 3-4 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can demonstrate two stretches that are appropriate for tennis warm-up</p> <p>I can identify three tennis skills</p> <p>I can apply tennis skills in a game setting</p> <p>I can name three tennis rules</p>	
Essential Question	
<p>Why is tennis considered a lifetime activity</p>	
Instructional Activities	
<p>Introduction Activity: Partner hitting – Get a partner, focus on the forehand</p> <p>Fitness Activity: Partner Racetrack Fitness (pg. 349) – One partner is jogging, while the other is in the middle of the racetrack performing a fitness station such as crunches, modified push-ups, jump rope, etc.</p> <p>Focus Activity: Tennis skill review – Serving Assessment (DPE Text - pg. 489-491)</p> <p>Game: Modified/Timed Tennis Games</p>	
Assessment:	
<p>Serving Self-Assessment</p> <p>And/or</p> <p>You could modify the volleyball teacher observation rubric for tennis</p>	

Name _____

Tennis Serve Self-Assessment

Perform 10 underhand and overhand serves. After each serve, place an X in the box if the serve was not playable (in bounds); and place a check ✓ in the box if is playable.

Tennis

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Trial 11	Trial 12	Trial 13	Trial 14	Trial 15	Trial 16	Trial 17	Trial 18	Trial 19	Trial 20

What could you do to improve your current serving skills?

Name _____

Tennis Serve Self-Assessment

Perform 10 underhand and overhand serves. After each serve, place an X in the box if the serve was not playable (in bounds); and place a check ✓ in the box if is playable.

Tennis

Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Trial 11	Trial 12	Trial 13	Trial 14	Trial 15	Trial 16	Trial 17	Trial 18	Trial 19	Trial 20

What could you do to improve your current serving skills?

Focus: Pickleball (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can identify three pickleball skills</p> <p>I can apply pickleball skills in a game setting</p> <p>I can demonstrate strategies needed to play doubles racquet sports</p>	
Essential Question	
<p>What skills are used in pickleball that are used in other net games?</p>	
Instructional Activities	
<p>Introduction Activity: Rope Jumping</p> <p>Fitness Activity: Tag Games</p> <p>Focus Activity: Pickleball basics – Rules and safety – The serve and forehand (pg. 195-197 Lesson Plan Book)</p> <p>Game: Mini games - no volley, short court, <u>must let it bounce</u> – Play out each rally.</p> <ul style="list-style-type: none"> • Keeping score is optional 	
Assessment:	
Teacher Observation Checklist	

Focus: Pickleball (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can identify three pickleball skills</p> <p>I can apply pickleball skills in a game setting</p> <p>I can demonstrate strategies needed to play doubles racquet sports</p>	
Essential Question	
<p>What skills are used in pickleball that are used in other net games?</p>	
Instructional Activities	
<p>Introduction Activity: Individual hitting- to yourself or against a wall</p> <p>Fitness Activity: Walk Jog Sprint (DPE Text – pg. 346)</p> <p>Focus Activity: Pickleball basics – Rules and safety – review Forehand and serve, discuss and practice the backhand and volley (pg. 195-197 Lesson Plan Book)</p> <p>Game: Royal Court – <i>See badminton unit for explanation</i></p>	
Assessment:	
Exit Slip – Lifetime Activities	

Name _____

Lifetime Activity Exit Slip

In the space below, write your definition for a lifetime physical activity and list two lifetime activities that we have done so far in class.

Name _____

Lifetime Activity Exit Slip

In the space below, write your definition for a lifetime physical activity and list two lifetime activities that we have done so far in class.

Name _____

Lifetime Activity Exit Slip

In the space below, write your definition for a lifetime physical activity and list two lifetime activities that we have done so far in class.

Focus: Pickleball (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> motor skills and movement patterns allow individuals to perform a variety of physical activities and to achieve a degree of success that make the activities enjoyable</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will:</u> evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: <u>Students will:</u> compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p>	
Posted Learning Targets	
<p>I can identify three pickleball skills</p> <p>I can apply pickleball skills in a game setting</p> <p>I can demonstrate strategies needed to play doubles racquet sports</p>	
Essential Question	
<p>What skills are used in pickleball that are used in other net games?</p>	
Instructional Activities	
<p>Introduction Activity: Individual hitting- to yourself or against a wall</p> <p>Fitness Activity: Fitness Circuit of your choice</p> <p>Focus Activity: Pickleball Skill Review (pg. 195-197 Lesson Plan Book)</p> <p>Game: Timed Pickleball games</p>	
Assessment:	
Teacher Observation Checklist	

Lifetime and Other Innovative Activities

A lifetime activity is simply an activity that can be performed throughout your lifetime. The following detailed criteria can be used to determine if an activity fits in to this section:

1. Can the activity be performed at various intensities?
2. Can the activity be modified to provide enjoyment for participants of varying levels?
3. Can the activity be done with 1-2 participants?
4. Is the activity costly?
 - a. Does the activity require extensive amounts of equipment?
 - b. Does the activity require a membership?
 - c. Does the activity require a specific playing field/surface/court?
5. Can the activity be participated in with minimal risk of injury?

The follow activity lessons have been included

Softball Skills

*Walking/Pilates/Yoga

*Weight/Resistance Training

*Social Dance

*Recreation Activities

*Orienteering

*Lifetime physical activity

Focus: Softball Skills (1)	Suggestion: 1-2 Day
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1</i>-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2</i>-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>KCAS: Students will understand that: movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can demonstrate proper throwing and catching techniques I can list three softball rules I can identify softball as a lifetime activity</p>	
Essential Question	
<p>What skills are most used in softball?</p>	
Instructional Activities	
<p>Introduction Activity: Walk and Talk</p> <p>Fitness Activity: Tag Games (DPE Text – pg. 303-304)</p> <p>Focus Activity: Softball Skill Stations (DPE Text – pg. 436-439)</p> <ol style="list-style-type: none"> 1. Fielding Ground Balls 2. Batting 3. Base running 4. Throwing <p>Game: Speedy Baseball Speedy Baseball is played like regular softball with the following exceptions:</p> <ul style="list-style-type: none"> • The pitcher if from the batting team and may not interfere or touch the batted ball on penalty of the batter being called out. • The batting team does not wait for the fielding team to get set, the goal is to pitch to the batting team as quickly as possible • Only one pitch per batter – batters must hit a fair ball or they are out • No stealing bases • No bunting <p>With the amount of time that students wait to bat and the lack of opportunities students have to field a ball that has been hit, it is not recommended to play ‘regular softball games’, especially with a large class.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Softball Skills (2)	Suggestion: 1-2 Day
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1</i>-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2</i>-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>KCAS: Students will understand that: movement concepts, principles strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can demonstrate proper throwing and catching techniques</p> <p>I can list three softball rules</p> <p>I can identify softball as a lifetime activity</p>	
Essential Question	
What skills are most used in softball?	
Instructional Activities	
<p>Introduction Activity: Walk and Talk</p> <p>Fitness Activity: Tag Games (DPE Text – pg. 303-304)</p> <p>Focus Activity: Softball Skill Stations (DPE Text – pg. 436-439)</p> <ol style="list-style-type: none"> 1. Fielding Fly Balls 2. Batting 3. Base running 4. Throwing – In a pickle <ol style="list-style-type: none"> a. (In groups of three), there is a base runner and two field players. The field players each start on a base while the runner starts in the middle. The goal for the runner is to safely get to a base without getting tagged; the goal for the field players is to tag to the runner out before they get to a base. See Diagram Below <div style="text-align: center; margin: 10px 0;"> F ← R F </div> <p>Game: Speedy Baseball</p> <p>Speedy Baseball is played like regular softball with the following exceptions:</p> <ul style="list-style-type: none"> • The pitcher is from the batting team and may not interfere or touch the batted ball on penalty of the batter being called out. • The batting team does not wait for the fielding team to get set, the goal is to pitch to the batting team as quickly as possible • Only one pitch per batter – batters must hit a fair ball or they are out • No stealing bases • No bunting <p>With the amount of time that students wait to bat and the lack of opportunities students have to field a ball that has been hit, it is not recommended to play ‘regular softball games’, especially with a large class.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Walking (1)	Suggestion: 1-2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 3</i>-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 5</i>-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> basic components of fitness impacts lifetime physical wellness.</p>	
Posted Learning Targets	
<p>I can identify walking as a lifetime activity I can explain why people enjoy walking as a lifetime activity</p>	
Essential Question	
Why is walking a lifetime activity?	
Instructional Activities	
<p>Introduction Activity: Walk and Talk</p> <p>Fitness Activity: Muscle Strength Circuit or circuit of your choice (DPE Text – pg. 477-481)</p> <p>Focus Activity: Walking for a lifetime activity – This is a great opportunity to utilize pedometers</p> <ul style="list-style-type: none"> • Walking can be used to maintain weight, lower blood pressure and/or cholesterol, decrease risk of heart attack, and of course is a high-quality social exercise. <p>Game: Poker Walk</p> <ul style="list-style-type: none"> • Set out several decks of playing cards in various locations every student picks up a set amount of cards without picking them up – they can be scored several ways including: <ul style="list-style-type: none"> ○ Add up the cards – highest score wins (numbered cards are worth their number J-10, Q-11, K-12, A-13) ○ Or Best Poker Hand (If the kids know how to play, I would not recommend spending class time to teach them how to play poker.) • There are other walking activities that can be found on pg. 322-323 in DPE Text 	
Assessment:	
Pedometer Exit Slip Or Heart Rate Check	

Focus: Walking/ Pilates/Yoga (2)	Suggestion: 1-2 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 3</i>-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 5</i>-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will understand that:</u> basic components of fitness impacts lifetime physical wellness.</p>	
Posted Learning Targets	
<p>I can identify walking as a lifetime activity I can explain why people enjoy walking as a lifetime activity</p>	
Essential Question	
<p>Why is walking a lifetime activity?</p>	
Instructional Activities	
<p>Introduction Activity: Partner throw and catch</p> <p>Fitness Activity: Muscle Strength Circuit or circuit of your choice (DPE Text – pg. 477-481)</p> <p>Focus Activity: There are other walking activities that can be found on pg. 322-323 in your DPE Text</p> <p>Game: Yoga/Pilates Activities (DPE Text – pg. 468-484) Provide students 5-6 movements to try</p>	
Assessment:	
<p>Pedometer Exit Slip Or Heart Rate Check</p>	

Focus: Resistance/Weight Training (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: Students will: design and implement a personal lifetime leisure/recreational plan that include challenging and enjoyable physical activities.</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will understand that: movement concepts, principles, strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify the components of fitness impacted by weight training</p> <p>I can demonstrate appropriate technique for two exercises</p> <p>I can name rules for weight training</p> <p>I can discuss two weight training principles</p>	
Essential Question	
What is the purpose of resistance/weight training?	
Instructional Activities	
<p>Introduction Activity: Walk and Talk (pg. 322-323)</p> <p>Fitness Activity: Resistance Training Circuit</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <pre> graph TD A[Lunges to a specific area] -- Jog --> B[body weight squats] B --> C[Pushup choice] C --> D[Core Strength Choice] D --> A </pre> </div>	
<p>Focus Activity: Basic rules and exercises - What muscles are being used? This depends on the equipment at your school, see strength training in DPE text, pg. 477-481</p>	
<p>Game: Cooperative Activities (pg. 401-403)</p>	
Assessment:	
Daily Training Log	

Name _____

Daily Workout Log

The Set/Rep/Weight boxes should be used for resistance training activities; the time/distance/resistance boxes should be used for cardiovascular activities.

EXERCISE							
Sets							
Reps							
Weight							
Time							
Distance							
Resistance							

EXERCISE							
Sets							
Reps							
Weight							
Time							
Distance							
Resistance							

Your personal assessment for your work today ____/10; (score yourself and explain why in the space below)

Focus: Resistance/Weight Training (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: <u>Students will:</u> design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities.</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles, strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify the components of fitness impacted by weight training</p> <p>I can demonstrate appropriate technique for two exercises</p> <p>I can name rules for weight training</p> <p>I can discuss two weight training principles</p>	
Essential Question	
What is the purpose of resistance/weight training?	
Instructional Activities	
Introduction Activity: Equipment Exploration	
Fitness Activity: Resistance training circuit or other circuit of your choice	
<pre> graph TD A[Lunges to a specific area] -- Jog --> B[body weight squats] B --> C[Pushup choice] C --> D[Core Strength Choice] D --> A </pre>	
Focus Activity: Weight Training Principles and safety reminders This depends on the equipment at your school, see strength training in DPE text, pg. 477-481	
Game: Cooperative Activities (DPE Text – pg. 401-403)	
Assessment:	
Daily Training Log	

Focus: Resistance/Weight Training (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: <u>Students will:</u> recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: <u>Students will:</u> design and implement a personal lifetime leisure/recreational plan that includes challenging and enjoyable physical activities.</p> <p>KCAS: <u>Students will:</u> identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: <u>Students will understand that:</u> movement concepts, principles, strategies, and tactics apply to the learning and performance of physical activities.</p>	
Posted Learning Targets	
<p>I can identify the components of fitness impacted by weight training</p> <p>I can demonstrate appropriate technique for two exercises</p> <p>I can name rules for weight training</p> <p>I can discuss two weight training principles</p>	
Essential Question	
What is the purpose of resistance/weight training?	
Instructional Activities	
<p>Introduction Activity: Marking</p> <p>Fitness Activity: Resistance training circuit or other circuit of your choice</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> </div>	
<p>Focus Activity: Weight Training Principles and safety reminders – Develop a training program based off of the FITT principle.</p> <p>This depends on the equipment at your school, see strength training in DPE text, pg. 477-481</p> <p>Game: Cooperative Activities (DPE Text – pg. 401-403)</p>	
Assessment:	
Daily Training Log	
Training Program – FIT Principle	

Focus: Social Dance (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can identify two social dances that can be lifetime activities</p> <p>I can express myself through dance</p> <p>I can demonstrate one social dance</p>	
Essential Question	
What is social dance?	
Instructional Activities	
<p>Introduction Activity: Weave Drill (DPE Text – pg. 298)</p> <p>Fitness Activity: Endurance Circuit or circuit of your choice</p> <p>Focus Activity: Social Dance – Any line dance, electric slide, cupid shuffle, (Use this URL as a resource: https://artsedge.kennedy-center.org/educators.aspx)</p> <p>Game: Five Passes with a Frisbee disc, football, handball, etc.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Social Dance (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can identify two social dances that can be lifetime activities</p> <p>I can express myself through dance</p> <p>I can demonstrate one social dance</p>	
Essential Question	
What is social dance?	
Instructional Activities	
<p>Introduction Activity: Flash Drill (DPE Text – pg. 300)</p> <p>Fitness Activity: Flexibility Circuit or circuit of your choice – (See pg. 334-336 in the DPE Text for extra information)</p> <p>Focus Activity: Social Dance – ChaCha Slide, Jigsaw Dance, & Cotton Eye Joe</p> <p>Game: Sideline Soccer Games (DPE Text – pg. 432)</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Social Dance (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: identify and describe the mechanical principles (e.g., force, rotation, extension, leverage) that apply to movement skills in physical activities.</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can identify two social dances that can be lifetime activities</p> <p>I can express myself through dance</p> <p>I can demonstrate one social dance</p>	
Essential Question	
What is social dance?	
Instructional Activities	
<p>Introduction Activity: Rope Jumping</p> <p>Fitness Activity: Racetrack Fitness (DPE Text – pg. 349) or any other fitness circuit</p> <p>Focus Activity: Social Dance – Scattered Square Dance</p> <p>Game: Create your own dance</p>	
Assessment:	
<p>Teacher Observation Checklist</p> <p>Or create checklist that involves all dance/rhythm items you want students to use</p>	

Focus: Recreational and Leisure Activities (1)	Suggestion: 1-2 Days								
NASPE & KCAS Standards Used									
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: Students will: recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>									
Posted Learning Targets									
<p>I can identify the social and/or personal benefits that derive from a leisure activity</p> <p>I can list at least three leisure activities</p>									
Essential Question									
What is a leisure activity?									
Instructional Activities									
<p>Introduction Activity: Tag Games – Your Choice</p> <p>Fitness Activity: Circuit training of your choice - Example Below:</p> <p>Fitness Circuit</p> <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 10px auto;"> <pre> graph TD A[Jumping Rope] --> B[Push Up Choices] B --> C[Jumping Jacks] C --> D[Arm Circles] D --> E[Core Exercises] E --> F[Crab Walk] F --> A </pre> </div> <p>Focus Activity: Leisure game introduction: (any of the items you have)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Corn Hole</td> <td style="width: 50%;">Ladder Golf</td> </tr> <tr> <td>Bocce Ball</td> <td>Bowling</td> </tr> <tr> <td>Horseshoes</td> <td>Mini Golf</td> </tr> <tr> <td>Shuffle Board</td> <td>Tetherball</td> </tr> </table> <p>Modify these games to allow students to participate in the games as much as possible.</p> <ul style="list-style-type: none"> • Example of modifications: <ul style="list-style-type: none"> ○ Use floor tape to set-up a modified corn hole board or horseshoe court. ○ Slide beanbags across the floor instead of shuffle pucks or use floor hockey sticks and pucks ○ Use less than 10 bowling pins if you have a limited number and/or a foam or rubber ball rather than a bowling ball <p>Game: Create several stations and give students time at each station</p>		Corn Hole	Ladder Golf	Bocce Ball	Bowling	Horseshoes	Mini Golf	Shuffle Board	Tetherball
Corn Hole	Ladder Golf								
Bocce Ball	Bowling								
Horseshoes	Mini Golf								
Shuffle Board	Tetherball								
Assessment:									
Teacher Observation Checklist									

Focus: Recreational and Leisure Activities (2)	Suggestion: 1-2 Days								
NASPE & KCAS Standards Used									
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: evaluate the personal benefits derived from regular participation in leisure/recreational or competitive physical activities as it relates to the quality and quantity of life.</p> <p>KCAS: Students will: recognize physical activity as an opportunity for positive social and group interaction.</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>									
Posted Learning Targets									
<p>I can identify the social and/or personal benefits that derive from a leisure activity</p> <p>I can list at least three leisure activities</p>									
Essential Question									
What is a leisure activity?									
Instructional Activities									
<p>Introduction Activity: Basketball shoot around</p> <p>Fitness Activity: Tag Games – Your Choice</p> <p>Focus Activity: Leisure game introduction: (any of the items/activities you have)</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;"><i>Corn Hole</i></td> <td style="width: 50%;"><i>Ladder Golf</i></td> </tr> <tr> <td><i>Bocce Ball</i></td> <td><i>Bowling</i></td> </tr> <tr> <td><i>Horseshoes</i></td> <td><i>Mini Golf</i></td> </tr> <tr> <td><i>Shuffle Board</i></td> <td><i>Tetherball</i></td> </tr> </table> <p>Modify these games to allow students to participate in the games as much as possible.</p> <ul style="list-style-type: none"> • Example of modifications: <ul style="list-style-type: none"> ○ Use floor tape to set-up a modified corn hole board or horseshoe court. ○ Slide beanbags across the floor instead of shuffle pucks or use floor hockey sticks and pucks ○ Use less than 10 bowling pins if you have a limited number and/or a foam or rubber ball rather than a bowling ball <p>Game: Create several stations and give students time at each station</p>		<i>Corn Hole</i>	<i>Ladder Golf</i>	<i>Bocce Ball</i>	<i>Bowling</i>	<i>Horseshoes</i>	<i>Mini Golf</i>	<i>Shuffle Board</i>	<i>Tetherball</i>
<i>Corn Hole</i>	<i>Ladder Golf</i>								
<i>Bocce Ball</i>	<i>Bowling</i>								
<i>Horseshoes</i>	<i>Mini Golf</i>								
<i>Shuffle Board</i>	<i>Tetherball</i>								
Assessment:									
<p>Teacher Observation and/or</p> <p>Allow students to write and/or discuss which activities they liked the best</p>									

Focus: Orienteering (1)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can use a compass to shoot a bearing I can find a landmark using a compass I can identify orienteering as a lifetime activity</p>	
Essential Question	
What is Orienteering?	
Instructional Activities	
<p>Introduction Activity: Walk and Talk</p> <p>Fitness Activity: 5-6 Station fitness circuit of your choice (See pg. 340-341 in the DPE Text for help)</p> <p>Focus Activity: Orientation to compass – See DPE Text 505-506 for help</p> <p>Game: Bowling pin relay (DPE Text – pg. 401)</p> <p>**Keep in mind, many Smartphones have a compass app available or already have a compass programmed on them.</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Orienteering (2)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p>NASPE Standard 1-The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p>NASPE Standard 2-The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p>NASPE Standard 3-The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p>NASPE Standard 4-The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p>NASPE Standard 5-The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can use a compass to shoot a bearing I can find a landmark using a compass I can identify orienteering as a lifetime activity</p>	
Essential Question	
What is Orienteering?	
Instructional Activities	
<p>Introduction Activity: Triangle Tag (DPE Text – pg. 304)</p> <p>Fitness Activity: Racetrack fitness (DPE Text – pg. 349)</p> <p>Focus Activity: Orienteering – Bearings and landmarks (184 – 185 in lesson plan guide)</p> <p>Game: Five Passes with object of your choice</p>	
Assessment:	
Teacher Observation Checklist	

Focus: Orienteering (3)	Suggestion: 2-3 Days
NASPE & KCAS Standards Used	
<p><i>NASPE Standard 1-</i>The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><i>NASPE Standard 2-</i>The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><i>NASPE Standard 3-</i>The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><i>NASPE Standard 4-</i>The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p> <p><i>NASPE Standard 5-</i>The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</p> <p>KCAS: Students will: analyze (e.g., through self-assessment) the relationship between and among effort, persistence, practice and improvement as they relate to skill development</p> <p>KCAS: Students will: compare and contrast lifetime activities (e.g., golf, tennis, walking, dance, yoga, swimming) that improve or maintain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory endurance)</p> <p>KCAS: Students will understand that: leisure/recreational or competitive physical activities provide opportunities for self-expression, social interactions and can be enjoyable and challenging..</p>	
Posted Learning Targets	
<p>I can use a compass to shoot a bearing</p> <p>I can find a landmark using a compass</p> <p>I can identify orienteering as a lifetime activity</p>	
Essential Question	
What is Orienteering?	
Instructional Activities	
<p>Introduction Activity: New Leader (DPE Text – pg. 303)</p> <p>Fitness Activity: Walk/Jog/Sprint (pg. 127 Lesson Plan Book)</p> <p>Focus Activity: Orienteering course (pg. 189 – 190 Lesson Plan Book)</p> <p>Game: Orienteering course</p>	
Assessment:	
Teacher Observation Checklist	

General Assessments

The following are assessments that can be used throughout your curriculum and do not have a specific unit of study attached to them.

Name _____

Heart Rate Check

At the beginning, middle, and at the end of class, stop and check your heart rate; the heart rate can be checked, on the neck, wrist, or even by placing your hand over your heart. Count the beats for 60 seconds and determine what your current heart rate is.

Heart rate at the beginning of class _____BPM (Beats per minute)

Heart rate at the middle of class _____BPM

Heart rate at the end of class _____BPM

Name _____

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Heart rate at the beginning of class _____BPM (Beats per minute)

Heart rate at the middle of class _____BPM

Heart rate at the end of class _____BPM

Name _____

Date _____

Pedometer Exit Slip

1. How many steps did you have today: _____
2. What was your activity time today: _____
3. What activities did you do during class that you think allowed you to gain the most activity time?

Name _____

Date _____

Pedometer Exit Slip

1. How many steps did you have today: _____
2. What was your activity time today: _____
3. What activities did you do during class that you think allowed you to gain the most activity time?