

# K-12 Physical Education



2022-2023

School District of Holmen, WI

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# Executive Summary

The Physical Education Committee has worked to develop a curriculum that provides a framework for physical education and student learning in the School District of Holmen. This document is a road map for teachers, administrators, parents and students. It includes district and content specific information. It is a guide that focuses on student learning by defining a vision and curriculum aligned to the state standards and includes strategies essential for understanding. The result is a dynamic document that supports student achievement in the District.

The School District of Holmen has adopted the Wisconsin Standards for Physical Education. These standards were developed by Wisconsin educators and stakeholders who share expertise in physical education and the field of education. These standards were developed to build students' skills and knowledge through physical activities to prepare our students to be college, career, and community ready.

The body of the curriculum is divided by grade level and content. The curriculum for each level outlines what the student should know or be able to do. It is student-focused, defining competencies, embedding standards, and outlining assessment expectations. Each unit provides an overview of the content, unit objectives, priority standards, supporting standards, and learning targets to clearly articulate the competencies to be met within the curriculum.

### **CURRICULUM DEVELOPMENT AND ADOPTION**

The Curriculum is the common body of knowledge that is the basis for the instructional program in the District. The School District of Holmen recognizes that written curriculum plans are an essential element in the education of all children. The School Board has a responsibility for maintaining a minimum program of instruction guaranteed by the state statutes and for initiating improvements beyond that minimum.

A written, sequential curriculum plan shall exist for the following:

- A sequential curriculum plan exists in each of the following areas: reading/language arts, mathematics, science, social studies, health, physical education, art, music, world language, guidance and counseling, career and technical education (agriculture, business education, marketing education, family and consumer education, and technology education), library media, computer literacy, and environmental education.
- The curriculum plan identifies how mandated statutes are addressed and included in the curriculum.
- The curriculum plan identifies how infused or integrated areas are addressed and included in the curriculum.
- The curriculum plan identifies course competencies, learning expectations, linked standards, and assessment methods/strategies. The course components are monitored continuously and revised as appropriate.

The professional staff, under the direction and supervision of the Superintendent of Schools and the Director of Curriculum and Instruction, shall be responsible for proposing, developing, implementing and evaluating PK-12 curriculum that reflects the best of current educational research and practice. The curriculum shall support the District's mission, goals and adopted academic standards and be in line with legal requirements. Communication and coordination among grade level and content area teachers shall be emphasized whenever curriculum is developed.

Each content area shall follow an established curriculum revision cycle. Minor changes may be made as needed.

All content offerings and any additions or deletions to the curriculum shall be reviewed and recommended by the Curriculum Council and Board of Education Committee, and approved by the School Board before they are initiated or dropped from the existing program of instruction.

Legal Ref.: WI Statutes 118.01, 118.015, 118.30, 120.12, 120.13, 121.02 (1)(k) and (l)  
WI Admin. Code PI 8.01 (2) (k) and (l) Every Student Succeeds Act (ESSA) of 2015

Cross Ref.: Assessment of Student Achievement, 345 Equal Education Opportunities, 411 Grade Advancement Policy, 345.4 Grading Systems, 345.1 High School Graduation, 345.6 Reading Instruction, 341.1

Approved: March 29, 2005  
Revised: October 10, 2012  
Approved: November 26, 2012  
Revised: April 10, 2018  
Approved: May 14, 2018

# District Vision/Mission/Focus Statement



School District of Holmen

BELONG. SERVE. SUCCEED.

## Core Values

- Empowerment
- Equity
- Excellence
- Integrity
- Safety

Better Together

## Mission

Preparing students for tomorrow through an engaging and inclusive educational community today.



### STUDENT LEARNING

Each student will succeed in reaching rigorous learning standards as a result of instructors' use of an integrated and comprehensive service delivery model.



### FISCAL

Provide and sustain the highest level of student learning in a fiscally responsible manner.



### WORKFORCE

Recruit, engage, and retain diverse staff, aligned with our students and community, to ensure we are achieving the District's Vision and Mission.



### COMMUNITY ENGAGEMENT

Engage community in the Vision and Mission by listening to their voice, building relationships, and valuing their input to identify opportunities for improvement.



### HEALTH & SAFETY

Foster physical safety and social-emotional wellbeing for District staff and students.

# ***Learner Goals***

The School District of Holmen is a system that empowers the community. This is accomplished through continuous improvement, enhancement of self-worth and optimization of student performance. The focus for each student is on joy in learning, optimization of student performance and preparation of life skills.

## **The Learner Will Aspire To:**

### **1. Build a substantial knowledge base.**

Students will build a solid knowledge base developed from challenging subject matter in computer/information, technology, environmental education, fine and performing arts, world language, health, language arts, mathematics, physical education, reading, science, social studies, and career and technical education.

### **2. Develop thinking and communication processes.**

Students will develop a command of thinking processes (analysis, critical thinking, creative thinking, problem solving, decision making, visualizing, and concept development) that permits them to interpret and apply the knowledge base. Communication processes (listening, speaking, reading, writing, viewing, image making, and other symbolizing) enable them to communicate thoughts with others through diverse methodology and platforms in an effective, safe, and responsible manner.

### **3. Apply knowledge and processes.**

Students will build upon knowledge and apply learning processes to create new ideas and understanding, enhance human relations, expand awareness, and enrich human experiences to make them contributing members of a dynamic national and world economy.

### **4. Acquire the capacity and motivation for life-long learning.**

Students will develop their natural curiosity to acquire habits of inquiry and a love for learning which will motivate them to continue learning throughout their lives.

### **5. Develop physical and emotional wellness.**

Students will acquire the attitudes, knowledge, and habits to grow physically and emotionally healthy, develop self-esteem and confidence, and exhibit a healthy lifestyle.

### **6. Develop character.**

Students will exhibit personal characteristics, such as compassion, conviction, curiosity, ethics, integrity, motivation, and responsibility.

### **7. Be a responsible global citizen.**

Students will possess and exercise the knowledge and processes necessary for full participation in the family, civic, economic, environmental, and cultural life of a complex interdependent, global society. Students will acquire an understanding of the basic workings of all levels of government, understanding the duties and responsibilities of citizenship.

### **8. Respect cultural diversity and pluralism.**

Students will demonstrate the knowledge and attitudes necessary to understand and respect individual and multi-cultural diversity and to work cooperatively with all people to empower a just society.

### **9. Develop artistic awareness.**

Students will develop skills and have experiences that enable one to value, reflect upon, and appreciate the arts and the role of arts in our human experience.

# WISCONSIN TEACHER STANDARDS & LICENSURE

## Wisconsin's 10 Standards for Teacher Development and Licensure

These standards become the basis of teacher licensing after August 31, 2004. The entire document, which includes knowledge, skills and dispositions under these standards, can be found on DPI's website -<http://www.dpi.state.wi.us/dpi/dlsis/tel/pdf/10kdp.pdf>

1. **Teachers know the subjects they are teaching.** The teacher understands the central concepts, tools of inquiry and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
2. **Teachers know how children grow.** The teacher understands how children with broad ranges of ability learn and then provides instruction that supports their intellectual, social and personal development.
3. **Teachers understand that children learn differently.** The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
4. **Teachers know how to teach.** The teacher understands and uses a variety of instructional strategies, including the use of technology to encourage children's development of critical thinking, problem solving and performance skills.
5. **Teachers know how to manage a classroom.** The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
6. **Teachers communicate well.** The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration and supportive interaction in the classroom.
7. **Teachers are able to plan different kinds of lessons.** The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, and the community and curriculum goals.
8. **Teachers know how to test for student progress.** The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the pupil.
9. **Teachers are able to evaluate themselves.** The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
10. **Teachers are connected with other teachers and the community.** The teacher fosters relationships with school colleagues, parents and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner. (See Appendix A for Wisconsin Academic Standards.)



# School District of Holmen 2022-2023

## SCHOOL BOARD OF EDUCATION MEMBERS

Jennifer Dieck, President

Chris Lau, Vice President

Gary Dunlap, Treasurer

Maggie Smith, Clerk

Barb Wuensch, Member

Brian Wopat, Member

Bridget Todd-Robbins, Member

Allan Fox, Student Representative

## ADMINISTRATION

Dr. Kristin Mueller, District Administrator

Julie Holman, Director of Finance and Operations

Jill Mason, Executive Director of Student Services

Kimberly Edwards, Executive Director of Instructional Services

Greg Krueger, Executive Director of Information & Technology

Lacey Sinn, Director of Learning and Assessment

Matt Meyer, Director of Safety and Student Services

Wayne Sackett, High School Principal

Benjamin Johrendt, High School Associate Principal

Nick Bakke, High School Associate Principal

Jason Lulloff, Activities Director

Ryan Vogler, Middle School Principal

Ben Taschner, Middle School Associate Principal/Activities Director

Sarah Thompson, Middle School Associate Principal

Dr. Nick Weber, Prairie View Elementary Principal

Natalie Morgan, Sand Lake Elementary Principal

Bonnie Striegel, Viking Elementary Principal

Rachel Fawver, Evergreen Elementary Principal

Sue Eitland, Associate Principal, 4K and Early Childhood





*School District of Holmen*

## **Department Vision Statement**

**Develop physically literate individuals who have knowledge, skills and confidence to enjoy a healthy active lifestyle.**

## **Mission Statement**

In order to achieve our vision, the Physical Education program will:

**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 maintains 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.

## School District of Holmen Physical Education Staff

Jared	Bagniewski	High School PE/APE/Health Education
Angie	Baranowski	Elementary PE
Khyl	Berndt	Elementary PE
Becky	Brudos	High School PE
Steve	Eggerichs	High School PE/APE/District Adventure Coordinator
Heather	Foley	Middle School PE/APE
Joey	Fredrick	Elementary PE
Ryan	Gannon	High School PE
Kristi	James	Middle School PE
Justin	Lancaster	High School PE
Maureen	McCoy	High School PE/Health Education
Rhonda	Reed	Elementary PE
Kelsie	Speltz	Elementary PE/APE
Brady	Turner	High School PE/Health Education
Makenzie	Turner	Elementary PE/GPE/APE
Brian	Valiska	Middle School PE
Courtney	Zangl	Middle School APE





# Holmen K-5 Physical Education Scope and Sequence







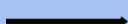


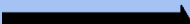
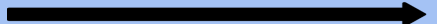


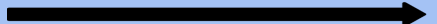


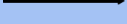




<p>E= Emerging. Students participate in deliberate practice tasks that will lead to skill and knowledge acquisition.</p>	<p>M= Maturing. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade-level outcomes, which will continue to be refined with practice.</p>	<p>A= Applying. Students can demonstrate the critical elements of the motor skills/knowledge components of the grade level outcomes within a variety of physical activity settings.</p>
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## Standard 1: Motor Skills and Movement Patterns

S	Skills	K	1	2	3	4	5
	Locomotor Skills						
	<i>Hopping</i> E1	E	M	A	➔		
	<i>Galloping</i> E1	E	M	A	➔		
	<i>Running</i> E1	E	M	A	➔		
	<i>Sliding</i> E1	E	M	A	➔		
	<i>Leaping</i> E1	E	M	A	➔		
	<i>Skip</i> E1	E	M	A	➔		
	<i>Jumping and Landing</i>	E	M	A	➔		

E2						
Dance E3	E	M	A			
Combinations E4					E	
<b>Non-Locomotor Skills</b>						
(Stability) Weight Transfer and Rolling E5	E					M
(Stability) Balance E6	E		M		A	
Curling, Stretching, Twisting and Bending E7	E	M	A			
Combinations E8			E		M	
(Stability) Balance and Weight Transfer E9				M		
<b>Manipulative:</b>						
Underhand throw, underhand roll E10	E		M			
Overhand throw, Backhand throw E11			E		M	
Passing (hands)					E	

E12						
Catching E13	E				M	A
Dribbling (hands) E14	E		M		A	
Kicking E15	E			M		
Dribbling (feet) E14	E		M		A	
Passing and Receiving (feet) E17				E		
Volleying						
• Underhand E18	E				M	
• Overhand/Set E19					E	
Striking						
• Short Implement E20	E				M	
• Long Implement E21			E		M	
Jump Rope E22	E		M	A		
Outdoor Pursuits/ Adventure Activities E23				E		

	<b>Aquatics:</b>						
	<i>Swim Skills</i> E24						

**Standard 2: Concepts and Strategies**

S	Skills	K	1	2	3	4	5
		<b>Movement Concepts</b>					
	<i>Space</i> E1	E	→	M	→	A	→
	<i>Pathways, Shapes, Levels</i> E2	E	→	M	→	A	→
	<i>Speed, Directions, Force</i> E3	E	→	M	→	A	→
	<i>Strategies and Tactics</i> E4					E	→
	<b>Aquatics</b>						
	<i>Safety</i> E5						

# Standard 3: Health-Enhancing Level of Fitness and Physical Activity




St	Skills	K	1	2	3	4	5	
	Physical Activity Knowledge E1	E	—————→					M
	Fitness Knowledge							
	• Cardio-respiratory Endurance E2	E	————→	M	————→	A	————→	
	• Muscular Strength and Endurance E3	E	————→	M	————→	A	————→	
	• Flexibility E4	E	————→	M	————→	A	————→	
	• Body Composition E5				E	—————→		
	• Skill-related Fitness E6					E	————→	
	Knowledge Application E7	E	————→			M	————→	
	Assessment and Program Planning E8							
Nutrition E9	E	—————→						



## Standard 4: Responsible Personal and Social Behavior

S	Skills	K	1	2	3	4	5
	<i>Safety</i> E1	E	—————→			M	————→
	<i>Procedures and Protocols</i> E2	E	—————→			M	————→
	<i>Social Awareness</i> E3	E	—————→			M	————→
	<i>Self-management:</i> <i>Goal Setting</i> E4						
	<i>Relationship skills:</i> <i>Feedback</i> E5	E	—————→			M	————→
	<i>Relationship skills:</i> <i>Conflict Resolution</i> E6	E	—————→			M	————→
	<i>Decision-making</i> E7	E	—————→			M	————→

# Standard 5: Responsible Personal and Social Behavior

Sta	Skills	K	1	2	3	4	5
	<i>Health and Well-being</i> E1	E					
	<i>Self-awareness and Self-management: Challenge and Growth Mindset</i> E2	E					
	<i>For Self-Expression, Social Interaction &amp; Enjoyment</i> E3	E					

Unit 1: Locomotors/Fitness	Duration: 6 Days
Unit Objectives: Students will be able to demonstrate locomotor skills and apply movement concepts.	
Priority Standards:  S1.E1- Locomotor: Walk, Run, Hop, Leap, Slide, Gallop, Skip  S2.E2- Movement Concepts: Pathways and Levels  S2. E3- Movement Concepts: Speed	Learning Targets:  <b>K</b> S1.E1.K- Perform locomotor skills (hop, gallop, run, slide, skip) while maintaining balance.  S2.E2.K- Travel in three different pathways (straight, curved, zig zag)  S2.E3.K- Travel in general space at different speeds  <b>1st</b> S1.E1.1- Hop, gallop, jog, and slide using a mature pattern.  S2.E2.1- A. Travel demonstrating low, middle, and high levels. B. Travel demonstrating a variety of relationships with objects (over, under, around, through)  S2.E3.1- A. Differentiate between fast and slow speeds
Supporting Standards: <b>K</b> S3.E2.K  A. Recognize and model the visible and physical signs that are related to vigorous movement (sweating, heavy breathing, heart beating faster) B. Recognize exercising the heart helps keep the body healthy.  S4.E1.K  Identify how to safely participate with peers and safely use equipment while following teacher directives.  S4.E2.K  Recognize the established protocol for the learning environment.  <b>1st</b> S3.E2.1 A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity B. Identify activities that build muscle and increase heart rate and lung capacity  S4.E1.1  Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders.  S4.E2.1  Exhibit the established protocols for the learning environment.	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 2: Underhand Roll, Throw, Catch	Duration: 8 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will be able to demonstrate an underhand throw, roll, and catch while varying force.</p>	
<p>Priority Standards:</p> <p>S1.E10- Manipulative- Underhand Throw and Roll</p> <p>S1.E13- Manipulative: Catching</p> <p>S2.E3- Movement Concepts- Force</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>K</b></p> <p>S1.E10.K- Roll or throw underhand with opposite foot forward.</p> <p>S1.E13.-</p> <p>A. Drop an object and catch it before it bounces twice.</p> <p>B. Catch a large object tossed by a skilled thrower.</p> <p><b>1st</b></p> <p>S1.E10.1- Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern.</p> <p>S1.E13.1-</p> <p>A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements.</p> <p>B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.</p> <p>S2.E3.1-</p> <p>B. Differentiate between strong and light force.</p>

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 3: Object Control Foot	Duration: 8 Days
Unit Objectives - Overarching Objectives (Activity Category):  Students will demonstrate kicking and dribbling with their feet.	
Priority Standards:  S1.E15.K- Manipulative- Kicking  S1.E16- Manipulative Dribbling (with feet)	Learning Targets (Level 1 or 2 Definition):  <b>K</b>  S1.E15.K- Kick a stationary object from a stationary position, demonstrating two of the five critical elements of a mature kicking pattern.  S1.E16.K- Tap an object using the inside of the foot, sending it forward.  <b>1st</b>  S1.E15.1- Approach a stationary object and kick it forward, demonstrating two of the five critical elements of a mature pattern.  S1.E16.1- Tap or dribble an object, demonstrating two of the five critical elements of a mature pattern while walking in general space.
Supporting Standards:  <b>K</b>  <b>1st</b>  S2.E3.1-  B. Differentiate between strong and light force.	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 4: Overhand Throw	Duration: 8 Days
Unit Objectives - Overarching Objectives (Activity Category): Students will identify how to be safe and recognize class protocols.	
Priority Standards: S3.E1- Physical Activity Knowledge S4.E1- Safety S4.E2- Social awareness- procedures and protocols S5. E3- Self-expression, social interaction, and enjoyment	Learning Targets (Level 1 or 2 Definition):  <b>K</b> S3.E1.K- Identify active play opportunities in and out of school. S4.E1.K- Identify how to safely participate with peers and safely use equipment while following teacher directives. S4.E2.K- Recognize the established protocol for the learning environment. S5.E3.K- Identify physical activities that are enjoyable with or without others.  <b>1st</b> S3.E1.1- Explain the importance of daily physical activity S4.E1.1- Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders. S4.E2.1- Exhibit the established protocols for the learning environment. S5.E3.1- Discuss personal reasons (i.e., the "why") for enjoying physical activities.
Supporting Standards:  <b>K</b> S1.E13.K- B. Catch a large object tossed by a skilled thrower.  <b>1st</b> S1.E13.1.B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 5: Educational Dance	Duration: 6 Days
Unit Objectives - Overarching Objectives (Activity Category): Students will be able to perform dance/rhythmic activities while moving through personal and general space.	
Priority Standards: S1.E3- Dance/Rhythmic Activities S2.E1- Movement Concepts- Space	Learning Targets (Level 1 or 2 Definition): <b>K</b> S1.E3.K- Perform locomotor skills in response to teacher-led creative dance S2.E1.K A. Differentiate between movement in personal and general space B. Move in personal space to a rhythm <b>1st</b> S1.E3.1- Combine locomotor and non-locomotor skills in a teacher designed dance S2.E1.1- Move in self-space and general space in response to designated beats or rhythms
Supporting Standards: <b>K</b> S1.E6.K A. Maintain momentary stillness on different bases of support B. Form wide, narrow, curled and twisted body shapes S1.E7.K- Contrast the actions of curling and stretching S2.E2.K- Travel in three different pathways (straight, curved, and zigzag) <b>1st</b> S1.E6.1- Maintains stillness on different bases of support with different body shapes S1.E7.1- Demonstrate twisting, curling, bending, and stretching actions S2.E2.1 A. Travel demonstration low, middle and high levels B. Travel demonstrating a variety of relationships with objects (e.g. over, under, around, through)	



Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 6: Heart Health	Duration: 4 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will recognize and apply fitness knowledge as related to cardiorespiratory endurance, muscular strength, muscular endurance, and flexibility while recognizing the importance of health and well-being.</p>	
<p>Priority Standards:</p> <p>S3.E2- Fitness Knowledge- cardiorespiratory endurance</p> <p>S3.E3- Fitness Knowledge- muscular strength and endurance</p> <p>S5.E1- Health and well-being</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>K</b> S3.E2.K</p> <p>A. Recognize and model the visible physical signs that are related to vigorous movement (sweating, heavy breathing, heart beating faster)</p> <p>B. Recognize exercising the heart helps keep the body healthy</p> <p>S3.E3.K- Recognize the body has bones and muscles</p> <p>S5.E1.K- recognize that physical activity is important for overall health and well-being.</p> <p><b>1st</b> S3.E2.1</p> <p>A. Identify the heart as a muscle that grows stronger with exercise, play and physical activity</p> <p>B. Identify activities that increase heart rate</p> <p>S3.E3.1- Describe the connection between muscles and one’s ability to move</p> <p>S5.E1.1- Identify physical activity as a component of overall health and well-being</p>
<p>Supporting Standards:</p> <p><b>K</b></p> <p>S4.E3.K- Recognize everyone has similarities and differences with teacher guidance.</p> <p><b>1st</b></p> <p>S4.E3.1- Identify similarities and differences between peers with minimal or no teacher guidance</p>	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised:

Unit 7: Object Control Hand	Duration: 8 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will demonstrate dribbling with their hands using various speeds.</p>	
<p>Priority Standards:</p> <p>S1.E14- Manipulative- dribbling with hands</p> <p>S2.E3- Movement Concepts- speed</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>K</b></p> <p>S1.E14.K- Dribble a ball with one hand, attempting the second contact.</p> <p>S2.E3.K- Travel in general space at different speeds.</p> <p><b>1st</b></p> <p>S1.E14.1- Dribble in self space using the preferred hand, demonstrating two of the five critical elements of a mature pattern</p> <p>S2.E3.1- Differentiate between fast and slow speeds</p>

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised:

Unit 8: Jump Rope	Duration: 6 Days
Unit Objectives - Overarching Objectives (Activity Category): Students will jump rope while identifying social awareness skills.	
Priority Standards: S1.E2- Locomotor- jumping and landing (horizontal and vertical)  S1.E22- Jumping Rope	Learning Targets (Level 1 or 2 Definition): <b>K</b> S1.E2.K- Perform jumping and landing actions with balance.  S1.E22.K A. Execute a single jump with a self- turned rope B. Jump a long rope with teacher assisted turning  S4.E3.K- Students demonstrate respect and acceptance of different level learners <i>with</i> teacher guidance <b>1st</b> S1.E2.1- Demonstrate two of the five critical elements in both jumping for distance and for height using two-foot takeoffs and landings  S1.E22.1 A. Jump forward or backward consecutively using a self-turned rope B. Jump a long rope up to five times consecutively with teacher-assisted turning  S4.E3.1- Students demonstrate respect and acceptance of different level learners <i>without</i> teacher guidance
Supporting Standards: <b>K</b> S3.E2.K A. Recognize and model the visible and physical signs that are related to vigorous movement (sweating, heavy breathing, heart beating faster) B. Recognize exercising the heart helps keep the body healthy. <b>1st</b> S3.E2.1 A. Identify the heart as much as that muscle grows stronger with exercise, play and physical activity B. Identify activities that build muscle and increase heart rate and lung capacity	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 9: Educational Gymnastics	Duration: 8 Days
<b>Unit Objectives - Overarching Objectives (Activity Category):</b> Students will demonstrate non-locomotor skills for weight transfer, rolling actions, balance, and forming shapes. Students will identify if the upper body, lower body, or core is involved when moving. Students will recognize and utilize feedback.	
<b>Priority Standards:</b> S1.E5- Non-locomotor (stability)- weight transfer and rolling actions S3.E4- Fitness Knowledge S4.E5- Relationship Skills- feedback	<b>Learning Targets (Level 1 or 2 Definition):</b> <b>K</b> S1.E5.K-Roll sideways in a narrow body shape S3.E4.K- Identify upper body, lower body, or core involved when moving S4.E5.K- Follows teacher directed feedback. <b>1st</b> S1.E5.1- Roll with either a narrow or curled body shape S3.E4.1- Identify upper body, lower body, or core involved when moving S4.E5.1- Improves performance based on feedback
<b>Supporting Standards:</b> <b>K</b> S1.E7.K-Contrast the actions of curling and stretching S1.E6.K- A. Maintain momentary stillness on different bases of support. B. Form wide, narrow, curled, and twisted body shapes. S4.E1.K- identify how to safely participate with peers and safely use equipment while following teacher directives. S4.E2.K- Recognize the established protocol for the learning environment. <b>1st</b> S1.E6.1- Maintain stillness on different bases of support with different body shapes S1.E7.1- Demonstrate twisting, curling, bending, and stretching actions S4.E1.1- Safely participates with peers and equipment in a variety of physical activity settings with teacher reminders S4.E2.1- Exhibit the established protocols for the learning environment	

Course Name: K-1 Elementary PE  
 Created: 7/12/22  
 Revised:

Unit 10: Object Control Implements	Duration: 8 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will demonstrate underhand volley and striking with a short-handled racket while recognizing their choices and decision making.</p>	
<p>Priority Standards:</p> <p>S1.E18- Manipulative: Volley Underhand</p> <p>S1.E20- Manipulative striking with short-handled racket</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>K</b></p> <p>S1.E18.K- Volley a lightweight object (balloon), with an open palm, sending it upward</p> <p>S1.E20.K- Strike a lightweight object with a paddle or short-handled racket</p> <p>S4.E7.K- Chooses positive choices in a variety of situations with teacher guidance</p> <p><b>1st</b></p> <p>S1.E18.1</p> <p>A. Volley an object upward with consecutive hits</p> <p>B. Volley an object forward, demonstrating two of the five critical elements of a mature pattern</p> <p>S1.E20.1- Strike an object with a short-handled implement sending it upward</p> <p>S4.E7.1- Chooses positive choices in a variety of situations with minimal teacher guidance</p>
<p>Supporting Standards:</p> <p><b>K</b></p> <p>S4.E1.K- Identify how to safely participate with peers and safely use equipment while following teacher directives.</p> <p>S4.E2.K- Recognize the established protocol for the learning environment.</p> <p><b>1st</b></p> <p>S4.E1.1- Safely participate with peers and equipment in a variety of physical activity settings with teacher reminders</p> <p>S4.E2.1- Exhibits the established protocols for the learning environment</p>	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 11: Nutrition	Duration: 4 Days
Unit Objectives - Overarching Objectives (Activity Category):  Students will recognize what nutrition does for their body.	
Priority Standards:  S3.E9- Nutrition	Learning Targets (Level 1 or 2 Definition): <b>K</b> S3.E9.K- Recognize food provides energy for physical activity  <b>1st</b> S3.E9.1- Differentiate between healthy and unhealthy food
Supporting Standards: <b>K</b> S3.E1.K- Identify active play opportunities in and out of school  S3.E7.K- Demonstrate knowledge of physical activity and fitness related to increasing heart rate, engaging different muscles, and performing various stretches during activity.  S5.E1.K- Recognize that physical activity is important for overall health and well-being.  <b>1st</b> S3.E1.1- Apply knowledge of physical activity and fitness as listed above to increase cardiorespiratory fitness, flexibility muscular strength and endurance  S3.E7.1- Explain the importance of daily physical activity  S5.E1.1- Identify physical activity as a component of overall health and well-being	

Course Name: K-1 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 12: Overhand & Underhand Throw, Roll & Catch	Duration: 8 Days
Unit Objectives - Overarching Objectives (Activity Category):  Students will identify conflict resolution skills and identify activities that provide self-expression, social interaction, and enjoyment.	
Priority Standards:  S4.E6- Relationship Skills- conflict resolution  S5. E3- Self-expression, social interaction, and enjoyment	Learning Targets (Level 1 or 2 Definition): <b>K</b> S4.E6.K- Identify and communicate needs in conflict situations with teacher guidance S5.E3.K- Identify physical activities that are enjoyable. <b>1st</b> S4.E6.1- Identify and communicate needs in conflict situations with minimal teacher guidance S5.E3.1- Identify physical activities that are enjoyable.
Supporting Standards: <b>K</b> S1.E10.K- Roll or throw underhand with opposite foot forward. S1.E13.- A. Drop an object and catch it before it bounces twice. B. Catch a large object tossed by a skilled thrower. <b>1st</b> S1.E10.1- Roll or throw underhand, demonstrating three of the five critical elements of a mature pattern. S1.E13.1- A. Catch a soft object from a self-toss before it bounces, demonstrating two of the five critical elements. B. Catch various sizes of objects self-tossed or tossed by a skilled thrower, demonstrating two of the five critical elements.	



Course Name: 2-3 Elementary PE  
 Created: 7/12/22  
 Revised: 11/9/22

Unit 1: Cooperative Adventure	Duration: 3 Days
Unit Objectives - Overarching Objectives (Activity Category): Students will demonstrate skipping, running, and leaping using a mature pattern and combine concepts of pathways, shapes, levels, speed, direction, and force through movement.	
Priority Standards:  S4.E1- Safety  S4.E2- Procedures and Protocols  S5.E3- Self-expression	Learning Targets (Level 1 or 2 Definition): <b>2nd</b> S4.E1.2- Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders S4.E2.2- Recognize the role of procedures and protocols in the learning environment S5.E3.2 Reflect on the reasons for enjoying selected physical activities. <b>3rd</b> S4.E1.3- Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders S4.E2.3- Demonstrate positive behavior as established by procedures and protocols in the learning environment S5.E3.2 Reflect on the reasons for enjoying selected physical activities.
Supporting Standards: <b>2</b> S1.E1.2- Skip and run using a mature pattern. S2.E2.2- Combine levels and pathways into simple travel. S3.E2.2 A. Identify personal Rate of Perceived Exertion (RPE) B. Identify where and how to find pulse <b>3</b> S1.E1.3- Leap using a mature pattern. S2.E2.3- Recognize and perform locomotor skills specific to a wide variety of physical activities. S3.E2.3 A. Uses the rate of perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate B. Identify where and how to find and count heart rate	

Course Name: 2-3 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 2: Underhand Roll, Throw, Catch	Duration: 4 Days
<b>Unit Objectives - Overarching Objectives (Activity Category):</b> Students will demonstrate a mature pattern of underhand rolling, underhand throwing, and catching while varying the speed, direction, and force of their roll and throw.	
<b>Priority Standards:</b>  S1.E10- Manipulative- Underhand Throw and Roll  S1.E13- Manipulative: Catching  S2.E3- Movement Concepts- Speed, Direction, and Force	<b>Learning Targets (Level 1 or 2 Definition):</b>  <b>2</b> S1.E10.2- Roll or throw underhand using all five critical elements of a mature pattern: <ul style="list-style-type: none"><li>• Face target in preparation for throwing action</li><li>• Arm back in preparation for action</li><li>• Step with opposite foot as throwing arm moves forward</li><li>• Release object between knee and waist level</li><li>• Follow through to target</li></ul> S1.E13.2- Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body. S2.E3.2- Vary time and force with gradual increases and decreases.  <b>3</b> S1.E10.3- Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy. S1.E13.3- Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern. S2.E3.3- Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher.

Course Name: 2-3 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 3: Object Control with Foot	Duration: 4 Days
Unit Objectives - Overarching Objectives (Activity Category):  Students will demonstrate kicking using critical elements of a mature pattern.	
Priority Standards:  S1.E15- Manipulative-Kicking	Learning Targets (Level 1 or 2 Definition):  <b>2</b> S1.E15.2- Use a continuous running approach and kick a moving object, demonstrating three of the five critical elements of a mature pattern:  <b>3</b> S1.E15.3- A. Use a continuous running approach and intentionally perform a kick along the ground and a kick in the air, demonstrating four of the five critical elements of a mature pattern for each:
Supporting Standards:  <b>2</b> S2.E3.2- Vary time and force with gradual increases and decreases  <b>3</b> S2.E3.3- Combine movement concepts (e.g., direction, level, force, time) with skills as directed by the teacher	

Course Name: 2-3 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 4: Overhand Throw	Duration: 4 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will demonstrate an overhand throw using the critical elements.</p>	
<p>Priority Standards:</p>  <p>S1.E11-Overhand Throw</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S1.E11.2- Throw overhand, demonstrating three of the five critical elements of a mature pattern</p> <p><b>3</b></p> <p>S1.E11.3- Throw overhand, demonstrating four of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S1.E13.2- Catch a self-tossed or well-thrown large object with hands, not trapping or cradling against the body</p> <p>S4.E1.2- Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.</p> <p>S4.E2.2- Recognize the role of procedures and protocols in the learning environment.</p> <p><b>3</b></p> <p>S1.E13.3- Catch a gently tossed hand-sized object from a partner, demonstrating four of the five elements of a mature pattern</p> <p>S4.E1.3- Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders.</p> <p>S4.E2.3- Demonstrate positive behavior as established by procedures and protocols in the learning environment.</p>	

Unit 5: Educational Dance	Duration: 3 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will perform dance/rhythmic activities while combining various locomotor skills and recognizing the physical activity knowledge associated with dance and other movement activities.</p>	
<p>Priority Standards:</p> <p>S1.E3- Dance/Rhythmic Activities</p> <p>S1.E8- Non-locomotor (stability)-combinations</p> <p>S2.E1- Movement Concepts-Space</p> <p>S3.E1- Physical Activity Knowledge</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S1.E3.2- Perform a teacher- or student-designed rhythmic activity with the correct response to simple rhythms.</p> <p>S1.E8.2- Combines balances and transfers into a three-part sequence.</p> <p>S2.E1.2- Combine locomotor skills in general space to a rhythm.</p> <p>S3.E1.2- Discuss the benefits of being active, playing, and exercising.</p> <p><b>3</b></p> <p>S1.E3.3- Perform teacher-selected and developmentally appropriate dance steps/rhythm and movement patterns.</p> <p>S1.E8.3- Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, fore, time, and flow</p> <p>S2.E1.3- Recognize and create open space in various physical activities.</p> <p>S3.E1.3-</p> <p>A. Identify risks associated with physical inactivity.</p> <p>B. Understand the physical activity recommendations for youth.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S1.E6.2</p> <p>A. Balance on different bases of support, combining levels and shapes.</p> <p>B. Balance in an inverted position with stillness and a supportive base.</p> <p>S1.E7.2- Differentiate among twisting, curling, bending, and stretching actions.</p> <p>S2.E2.2- Combine shapes, levels, and pathways into simple travel, dance and gymnastics sequences.</p> <p><b>3</b></p> <p>S1.E6.3- Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.</p> <p>S1.E7.3- Move into and out of gymnastics balances with curling, twisting, and stretching actions.</p> <p>S2.E2.3- Recognize and perform locomotor skills specific to a wide variety of physical activities.</p>	

Course Name: 2-3 Elementary PE

Created: 7/12/22

Revised: 11/09/22

Unit 6: Heart Health	Duration: 2 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will identify basic concepts of cardiorespiratory endurance. Students will apply this knowledge to their own bodies, find their heart rate, and recognize the benefits of being physically active.</p>	
<p>Priority Standards:</p> <p>S3.E2- Fitness Knowledge- cardiorespiratory endurance</p> <p>S5.E1- Health and well-being</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S3.E2.2-</p> <p>A. Identify personal Rate of Perceived Exertion (RPE).</p> <p>B. Identify where and how to find a pulse.</p> <p><b>3</b></p> <p>S3.E2.3-</p> <p>A. Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate.</p> <p>B. Identify where and how to find and count heart rate.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S4.E3.2- Demonstrate respect of individual differences with teacher guidance.</p> <p>S5.E1.2- Identify different types of physical activity that positively impact overall health and well-being.</p> <p><b>3</b></p> <p>S4.E3.3- Demonstrate respect of individual differences without teacher guidance.</p>	

Course Name: 2-3 Elementary PE

Created: 7/12/22

Revised: 11/09/22

Unit 7: Object Control Hand	Duration: 4 Days
Unit Objectives - Overarching Objectives (Activity Category):  Students will continuously dribble with their hands while varying speed, direction, and force.	
Priority Standards:  S1.E14- Manipulative- dribbling with hands  S2.E3- Movement Concepts- Speed and Direction	Learning Targets (Level 1 or 2 Definition):  <b>2</b> S1.E14.2- A. Dribble continuously in self-space with preferred hand, demonstrating three of the five critical elements of a mature pattern. B. Dribble using the preferred hand while walking in general space.  S2.E3.2- Combine movement concepts of speed and direction  <b>3</b> S1.E14.3- Dribble and travel in general space at slow to moderate jogging speed with control of ball and body.  S2.E3.2- Combine movement concepts of speed and direction

Course Name: 2-3 Elementary PE  
 Created: 7/12/22  
 Revised: 11/09/22

Unit 8: Jump Rope	Duration: 3 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will demonstrate jumping with a jump rope in a variety of ways. Students will demonstrate respect for various individual differences among their peers.</p>	
<p>Priority Standards:</p> <p>S1.E22- Jumping Rope</p> <p>S4.E3- Social Awareness</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S1.E22.2-</p> <p>A. Jump a self-turned rope consecutively forward and backward with a mature pattern.</p> <p>S4.E3.2- Demonstrate respect of individual differences with teacher guidance.</p> <p><b>3</b></p> <p>S1.E22.3- Perform intermediate jump rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.</p> <p>S4.E3.3- Demonstrate respect of individual differences without teacher guidance.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S1.E22.2 Jump a long rope five times consecutively with student-assisted turning.</p> <p>S1.E2.2- Demonstrate four of the five critical elements (see list in previous grade) for jumping and landing using a variety of one and two-foot take-offs and landings.</p> <p>S3.E2.2</p> <p>A. Identify personal Rate of Perceived Exertion (RPE) using the Borg scale.</p> <p>B. Identify where and how to find a pulse.</p> <p><b>3</b></p> <p>S1.E2.3- Jump and land in the horizontal and vertical planes using a mature pattern.</p> <p>S3.E2.3</p> <p>Uses the rate of Perceived Exertion (RPE) scale to distinguish between moderate and vigorous heart rate.</p> <p>B. Identify where and how to find and count heart rate.</p>	



Course Name: 2-3 Elementary PE  
 Created: 7/12/22  
 Revised: 11/9/22

Unit 9: Educational Gymnastics	Duration: 4 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will demonstrate balance, combining levels and shapes. Students will identify the four components of fitness- flexibility, strength, endurance, and balance. Students will accept and implement both teacher and student feedback.</p>	
<p>Priority Standards:</p> <p>S1.E6- Non-locomotor (stability)-balance</p> <p>S3.E3- Fitness Knowledge- Fitness Components</p> <p>S4.E5- Relationship Skills-feedback</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2:</b></p> <p>S1.E6.2</p> <p>A. Balance on different bases of support, combining levels and shapes. B. Balance in an inverted position with stillness and a supportive base.</p> <p>S3.E3.2. Identifies the four fitness components- flexibility, strength, endurance, balance</p> <p>S4.E5.2 Accept specific teacher-directed feedback.</p> <p><b>3:</b></p> <p>S1.E6.3 Balance on different bases of support, demonstrating muscular tension and extensions of free body parts.</p> <p>S3.E3.3. Identifies the four fitness components- flexibility, muscular endurance, muscular strength, cardiovascular endurance</p> <p>S4.E5.3 Accept and implement specific feedback from peers to adapt performance with teacher guidance.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S4.E1.2- Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.</p> <p>S4.E2.2- Recognize the role of procedures and protocols in the learning environment.</p> <p><b>3</b></p> <p>S4.E1.3- Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders.</p> <p>S4.E2.3- Demonstrate positive behavior as established by procedures and protocols in the learning environment.</p>	

<p>Unit 10: Object Control Implements</p>	<p>Duration: 4 Days</p>
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will volley underhand and strike with a short-handled and long-handled implement while using critical elements of a mature pattern. Students will identify positive choices in a given situation.</p>	
<p>Priority Standards:</p> <p>S1.E18- Manipulative: Volley Underhand</p> <p>S1.E20- Manipulative striking with short-handled racket</p> <p>S1.E21- Manipulative striking with long-handled implement</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S1.E18.2 Volley an object forward, demonstrating three of the five critical elements of a mature pattern.</p> <p>S1.E20.2</p> <p>A. Strike an object upward with a short-handled implement, using consecutive hits.</p> <p>B. Strike an object with a short-handled implement, sending it forward, demonstrating two of the three critical elements of a mature pattern.</p> <p>S1.E21.2- Strike a stationary object, using correct grip, side orientation, and proper body orientation</p> <p><b>3</b></p> <p>S1.E18.3 Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner while demonstrating four of the five critical elements of a mature pattern.</p> <p>S1.E20.3</p> <p>A. Strike an object with a short-handled implement, sending it forward over a low net or to a wall, demonstrating three of the five critical elements of a mature pattern.</p> <p>S1.E21.3- Strike an object with a long-handled (hockey stick, bat, golf club), sending it forward while using proper grip for the implement.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S4.E1.2- Safely participate with peers and equipment in a variety of physical activity settings with minimal teacher reminders.</p> <p>S4.E2.2- Recognize the role of procedures and protocols in the learning environment.</p> <p><b>3</b></p> <p>S4.E1.3- Describe and demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders.</p> <p>S4.E2.3- Demonstrate positive behavior as established by procedures and protocols in the learning environment.</p>	

Unit 11: Nutrition	Duration: 2 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will recognize the importance of a balanced diet while performing movement skills in a wide variety of tasks.</p>	
<p>Priority Standards:</p> <p>S2.E2- Movement concepts</p> <p>S3.E9- Nutrition</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2:</b></p> <p>S2.E2.2- Recognize and perform movement skills specific to a wide variety of physical activities.</p> <p>S3.E9.2 Recognize the balance of good nutrition and hydration with physical activity.</p> <p><b>3:</b></p> <p>S2.E2.3- Recognize and perform movement skills specific to a wide variety of physical activities.</p> <p>S3.E9.3 Recognizes the balance of good nutrition and hydration with physical activity</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S3.E1.2- Discuss the benefits of being active, playing, and exercising.</p> <p>S3.E7.2</p> <p>A. Apply knowledge of physical activity and fitness as listed above to demonstrate personal awareness of RPE and how to find a pulse. B. Select and identify preferred activities that increase cardiorespiratory fitness, flexibility, and muscular strength and endurance.</p> <p>S5.E1.2- Identify different types of physical activity that positively impact overall health and well-being.</p> <p><b>3</b></p> <p>S3.E1.3</p> <p>A. Identify risks associated with physical inactivity.</p> <p>B. Understand the physical activity recommendations for youth.</p> <p>S3.E7.3- Apply knowledge of physical activity and fitness as listed above to evaluate (RPE, MVPA, heart rate) their engagement of the five components of fitness.</p> <p>S5.E1.3- Recognize the value of balancing physical activity and well-being.</p>	

Course Name: 2-3 Elementary PE  
 Created: 7/12/22  
 Revised: 11/9/22

Unit 12: Overhand & Underhand Throw, Roll & Catch	Duration: 3 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>Students will identify conflict resolution skills and identify activities that provide self-expression, social interaction, and enjoyment.</p>	
<p>Priority Standards:</p> <p>S4.E6- Relationship Skills- conflict resolution</p> <p>S5. E3- Self-expression, social interaction, and enjoyment</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>2</b></p> <p>S4.E6.2- Recognize individual perspectives may vary from person to person.</p> <p>S5.E3.2- Identify physical activities that provide self-expression (e.g., dance, gymnastics routines, practice tasks in game environments).</p> <p><b>3</b></p> <p>S4.E6.3- Identify and explain others perspectives during conflicts.</p> <p>S5.E3.3- Reflect on the reasons for enjoying selected physical activities.</p>
<p>Supporting Standards:</p> <p><b>2</b></p> <p>S1.E10.2- Roll or throw underhand using all five critical elements of a mature pattern.</p> <p>S1.E13.2- Catch a self-tossed or well thrown large object with hands, not trapping or cradling against the body,</p> <p><b>3</b></p> <p>S1.E10.3- Roll or throw underhand using a mature pattern to a partner or target with reasonable accuracy.</p> <p>S1.E13.3- Catch a gently tossed hand-sized object from a partner, demonstrating four of the five critical elements of a mature pattern.</p>	

Course Name: 3rd Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 13: Biking	Duration: 3 Days
<p>Unit Objectives - Overarching Objectives (Activity Category):</p> <p>At the end of the unit students will be able to recognize and apply proficient biking etiquette and safety including the ABC bike check.</p>	
<p>Priority Standards:</p> <p>S1.E23 Outdoor Pursuits/Adventure Activities- Biking</p> <p>S4.E1- Safety</p>	<p>Learning Targets (Level 1 or 2 Definition):</p> <p><b>3</b></p> <p>S1.E23.3 Demonstrate at least three critical skills needed to perform teacher directed activity</p> <p>S4E1.3.- Describe and demonstrate safe practices with peers and equipment</p>
<p>Supporting Standards:</p> <p><b>3</b></p> <p>S4.E1.3- Demonstrate safe practices with peers and equipment in a variety of physical activity settings without teacher reminders.</p> <p>S4.E2.3- Demonstrate positive behavior as established by procedures and protocols in the learning environment.</p> <p>S5.E3.3- Reflect on the reasons for enjoying selected physical activities.</p>	

Unit 1: Invasion Games	Duration: 7 Days
<p>Unit Objectives: Students will be able to demonstrate a combination of various manipulative skills while demonstrating the movement concepts of space, strategy, and tactics in a safe manner.</p>	
<p>Priority Standards:</p> <p>S1.E4 Locomotor: Combinations</p> <p>S1.E12 Manipulative: Passing</p> <p>S1.E13 Manipulative: Catching</p> <p>S2.E1 Movement Concepts: Space</p> <p>S2.E4 Movement Concepts: Strategy and Tactics</p> <p>S4.E1 Safety</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E4.4 Combine traveling with manipulative skills of dribbling, throwing, catching and striking in teacher- or student-designed small-sided practice tasks.</p> <p>S1.E12.4 Pass to a moving partner with reasonable accuracy in a non-dynamic environment.</p> <p>S1.E13.4- Combine traveling and catching in a teacher designed small sided practice task environment.</p> <p>S2.E1.4</p> <p>A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>B. Apply the concept of closing spaces in small-sided practice tasks.</p> <p>S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of invasion games</p> <p>S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.</p> <p><b>5th</b></p> <p>S1.E4.5 Combine traveling with manipulative skills of dribbling, throwing, catching and striking without hesitation in teacher- or student-designed small-sided games</p> <p>S1.E12.5 Pass with accuracy with both partners moving. Pass with reasonable accuracy in dynamic, small sided practice games.</p> <p>S1.E13.5 Catch with reasonable accuracy in dynamic, small sided practice games.</p> <p>S2.E1.4</p> <p>A. Apply the concept of open spaces to combination skills involving traveling (e.g., dribbling and traveling).</p> <p>B. Apply the concept of closing spaces in small-sided practice tasks.</p> <p>S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided invasion games</p> <p>S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.</p>
<p>Supporting Standards:</p> <p>S1.E14.4 A. Dribble in self space with both the preferred and nonpreferred hand using a mature pattern. B. Dribble in general space with control of ball and body while increasing and decreasing speed in teacher- or student designed small sided practice task environment. C. Dribble with hands in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S1.E15.4 Kick along the ground and in the air and punt using mature patterns in practice task environments.</p> <p>S1.E16.4 A. Dribble an object in general space with control of object and body while increasing and decreasing speed and changing directions. B. Dribble an object in combination with other skills (e.g., passing, receiving, shooting).</p> <p>S1.E17.4 A. Pass and receive an object with the insides of the feet to and from a moving partner in a non-dynamic environment. B. Pass and receive an object with the outsides and insides of the feet to and from a stationary partner, “giving” on reception before returning the pass.</p>	

Unit 2: Net/Wall	Duration: 7 Days
<p>Unit Objectives:</p> <p>Students will be able to demonstrate various net/wall manipulative skills while utilizing movement concepts of direction, force, and various strategies and tactics used in net/wall activities. Students will be able to evaluate possible choices and consequences in cooperative and competitive settings.</p>	
<p>Priority Standards:</p> <p>S1.E18 Manipulative: Volley</p> <p>S1.E20 Manipulative Striking</p> <p>S2.E3</p> <p>Movement Concepts: Direction and Force</p> <p>S2.E4 Movement Concepts: Strategy and Tactics</p> <p>S4.E7 Decision-making</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E18.4- Volleys an object to self or others in gameplay</p> <p>S1.E20.4- Strike an object consecutively with a partner over a net or against a wall, in either a competitive or cooperative game environment</p> <p>S2.E3.4- Apply the concepts of direction and force when striking an object (e.g., hands, short-handled implement), sending it toward a designated target.</p> <p>S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of net/wall activities.</p> <p>S4.E7.4 Evaluate possible choices and the consequences of those choices with teacher guidance.</p> <p><b>5th</b></p> <p>S1.E18- Volleys an object to self or others in gameplay</p> <p>S1.E20.5 Strike an object consecutively with a partner over a net or against a wall, in either a competitive or cooperative game environment</p> <p>S2.E3.5- Apply the concepts of direction and force to strike an object in small-sided games.</p> <p>S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided net/wall games</p> <p>S4.E7.5 Evaluate possible choices, the consequences of those choices.</p>
<p>Supporting Standards:</p> <p>S1.E18.4 Volley underhand using a mature pattern during practice tasks, demonstrating a mature pattern.</p> <p>S1.E19.4 Volley an object with a two-hand overhead pattern, sending it upward, demonstrating three of the five critical elements of a mature pattern during practice tasks.</p> <p>S1.E18.5 Volley underhand using a mature pattern during small-sided games.</p> <p>S1.E19.5 Volley an object using a two-hand pattern, sending it upward to a target during small-sided games.</p>	

Course Name: 4-5 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 3: Target Games	Duration: 7 Days
<p>Unit Objectives:</p> <p>Students will be able to demonstrate proficient underhand rolling and throwing while using various movement concepts including speed, direction, and force. Students will apply various protocols, have social awareness of others and identify ways physical activity provides self-expression, social interaction, and enjoyment. Students will demonstrate constructive conflict resolution strategies.</p>	
<p>Priority Standards:</p> <p>S1.E10 Manipulative: Underhand Throw; Underhand Roll</p> <p>S2.E3 Movement Concepts: Speed, Direction, and Force</p> <p>S2.E4 Movement Concepts: Strategy and Tactics</p> <p>S4.E3 Social Awareness</p> <p>S4.E6 Relationship Skills: Conflict Resolution</p> <p>S5.E3 Self-expression, Social Interaction, and Enjoyment</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E10.4 Roll or throw underhand using a mature pattern in non-dynamic environments with different sizes and types of objects.</p> <p>S2.E3.4- Apply the concepts of direction and force when striking an object sending it toward a designated target.</p> <p>S2.E4.4 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in practice tasks of target games</p> <p>S4.E3.4 Praise the performance of others.</p> <p>S5.E3.4 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.</p> <p><b>5th</b></p> <p>S1.E10.5</p> <p>A. Roll or throw underhand using a mature pattern in environments with different sizes and types of objects.</p> <p>S2.E3.5 Apply and analyze the concepts of direction and force to strike an object in small-sided games.</p> <p>S2.E4.5 Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in target games</p>



	<p>S4.E6.5 Demonstrate cause and effect of a conflict and implement basic strategies to constructively/ civilly resolve differences with teacher guidance.</p> <p>S5.E3.5 Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.</p>
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Supporting Standards:

**4th**

S1.E11.4

- A. Throw overhand using a mature pattern with accuracy in non-dynamic environments.
- B. Throw overhand to a moving partner with reasonable accuracy.
- C. Combine traveling and throwing overhand in a teacher- or student designed small sided practice task environment.
- D. Throw backhand, demonstrating three of the five critical elements of a mature pattern, in non-dynamic environments.

S4.E2.4 Apply the procedures and protocols in the learning environment.

S4.E6.4 Demonstrate basic conflict resolution strategies for resolving conflict constructively/ civilly.

**5th**

S1.E11.5

- A. Throw overhand with accuracy with both partners moving.
- B. Throw overhand with reasonable accuracy in dynamic small sided games.
- C. Combine traveling and throwing overhand for execution to a target during small-sided practice tasks and in game environments including those from other cultures.
- D. Throw backhand, demonstrating four out of the five critical elements of a mature pattern, in non-dynamic environments for distance or force.

S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.

S4.E3.5 Recognize differences and include others.

Unit 4: Educational Dance	Duration: 3 Days
<p>Unit Objectives:</p> <p>Students will demonstrate and combine movement concepts and patterns to create and perform dance tasks while analyzing why dance and other physical activities can provide enjoyment.</p>	
<p>Priority Standards:</p> <p>S1.E3 Locomotor: Dance/ Rhythmic Activities</p> <p>S2.E2 Movement Concepts: Pathways, Shapes, and Levels</p> <p>S5.E3 Self-expression, Social Interaction, and Enjoyment</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E3.4 Combine movement patterns and dance steps/rhythm to create and perform an original dance.</p> <p>S2.E2.4 Combine movement concepts with skills in dance environments.</p> <p>S5.E3.4 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.</p> <p><b>5th</b></p> <p>S1.E3.5 Combine skills in creative dances/rhythm (self and group) with correct rhythm and pattern.</p> <p>S2.E2.5 Combine movement concepts with skills in dance with self-direction</p> <p>S5.E3.5 Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.</p>
<p>Supporting Standards:</p> <p><b>4th</b></p> <p>S3.E2.4</p> <p>A. Identify target heart rate zone for moderate-to vigorous intensity activities (60%-80%).</p> <p>B. Categorizes cardiorespiratory endurance as one component of health-related fitness</p> <p><b>5th</b></p> <p>S3.E2.5</p> <p>A. Compare personal heart rate or Moderate to Vigorous Physical Activity (MVPA) effort with age appropriate target heart rate zone.</p> <p>B. Analyze personal fitness levels/data for cardiorespiratory endurance and determine strategies for improvement.</p> <p>C. Differentiate and illustrate examples of cardiorespiratory endurance.</p>	

Course Name: 4-5 Elementary PE

Created: 7/12/22

Revised:

Unit 5: Healthy Habits	Duration: 3 Days
<b>Unit Objectives:</b> Students will demonstrate physical activity knowledge as well as fitness knowledge about cardiorespiratory endurance. Students will apply this knowledge in various ways as well as how nutrition plays a role in a healthy lifestyle	
<b>Priority Standards:</b>  S3.E1 Physical Activity Knowledge  S3.E2 Fitness Knowledge: Cardiorespiratory Endurance  S3.E7 Knowledge Application  S3.E9 Nutrition	<b>Learning Targets:</b> <b>4th</b> S3.E1.4 Identify factors that motivate or deter daily participation in physical activity S3.E2.4 Categorizes cardiorespiratory endurance as one component of health-related fitness. S3.E7.4 Demonstrate the connections between Health-Related Fitness components and various fitness activities. S3.E9.4 Identify the components on 'My Plate' and how they contribute to overall well-being <b>5th</b> S3.E1.5 Describe how daily physical activity recommendations lead to a healthy body. S3.E2.5 Differentiate or illustrate examples of cardiorespiratory endurance. S3.E7.5 Demonstrate the connections between Health-Related Fitness components and various fitness activities. S3.E9.5 Identify the components on 'My Plate' and how they contribute to overall well-being
<b>Supporting Standards:</b> <b>4th</b> S3.E6.4- Identify the components of skill-related fitness <b>5th</b> S3.E6.5- Define skill-related and health-related fitness	

Unit 6: Educational Gymnastics	Duration: 4 Days
Unit Objectives: Students will be able to demonstrate non-locomotor (stability) skills within the gymnastics unit. Students will show fitness knowledge about muscular strength, endurance, and flexibility. Students will apply safety protocols.	
<p>Priority Standards:</p> <p>S1.E5 Nonlocomotor (stability): Weight Transfer and Rolling Actions</p> <p>S1.E6 Nonlocomotor (stability): Balance</p> <p>S2.E1- Movement Concepts- Space</p> <p>S3.E3 Fitness Knowledge: Muscular Strength and Endurance</p> <p>S3.E4 Fitness Knowledge: Flexibility</p> <p>S4.E1 Safety</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E5.4 Transition into and out of a roll as part of a gymnastics sequence.</p> <p>S1.E6.4 Balance on different bases of support on apparatus</p> <p>S2.E1.4 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics</p> <p>S3.E3.4 Identify which exercise corresponds with measuring muscular strength and endurance.</p> <p>S3.E4.4 Identify flexibility as a component of health-related fitness.</p> <p>S4.E1.4 Apply safety practices with peers and equipment in a variety of physical activity settings.</p> <p><b>5th</b></p> <p>S1.E5.5 Combine rolling, traveling, and weight transfer as part of a gymnastics sequence.</p> <p>S1.E6.5 Combine balance and transfers weight in a gymnastics sequence</p> <p>S2.E1.5 Combine spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics</p> <p>S3.E3.5 Differentiate and illustrate examples of muscular strength and endurance.</p> <p>S3.E4.5 Identify flexibility as a component of health-related fitness.</p> <p>S4.E1.5 Independently choose to apply safety practices with peers and equipment in a variety of physical activity settings.</p>
<p>Supporting Standards:</p> <p><b>4th</b></p> <p>S1.E8.4 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a partner</p> <p>S3.E7.4 Apply knowledge of physical activity and fitness as listed above to understand and demonstrate the connections between Health-Related Fitness components and various fitness activities.</p> <p><b>5th</b></p> <p>S1.E8.5 Combine locomotor skills, non-locomotor skills, and movement concepts (levels, shapes, extensions, pathways, force, time, and flow) to create and perform a dance with a group.</p> <p>S3.E7.5 Apply knowledge of physical activity and fitness as listed above to analyze personal development in the health-related fitness components and recognize what activities will help to perform in a healthy fitness zone.</p>	

Course Name: 4-5 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 7: Striking/Fielding	Duration: 5 Days
Unit Objective: Students will use various manipulative skills specific to striking and fielding while applying movement concepts within games and providing specific feedback using self and peer assessments.	
Priority Standards:  S1.E11 Manipulative: Overhand Throw  S1.E13- Manipulative: Catching  S1.E21- Manipulative Striking with Long-handled Implement  S2.E4 Movement Concepts: Strategy and Tactics  S4.E5 Relationship Skills: Feedback	Learning Targets:  <b>4th</b> S1.E11.4- Throw overhand to a moving partner with reasonable accuracy. S1.E13.4- Combine traveling and catching in a teacher- or student-designed small-sided practice task environment. S1.E21.4- Strike an object with a long-handled implement demonstrating three of the five critical elements of a mature pattern for the implement in practice tasks (e.g., grip, stance, body orientation, swing plane and follow-through). S2.E4.4- Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in striking and fielding activities S4.E5.4 Independently adapt performance based on peer feedback.  <b>5th</b> S1.E11.5- Throw overhand with reasonable accuracy in dynamic small-sided games. S1.E13.5- Catch with reasonable accuracy in dynamic, small-sided practice games. S1.E21.5- Combine striking with a long-handled implement (e.g., bat, hockey stick) with receiving and traveling skills in small-sided games. S2.E4.5- Apply basic offensive and defensive strategies and tactics while recognizing and demonstrating appropriate manipulative skills in small-sided striking and fielding games S4.E5.5 Independently and respectfully offers and responds appropriately to feedback.

Course Name: 4-5 Elementary PE

Created: 7/12/22

Revised: 11/9/22

Unit 8: Snowshoe OR Cross-Country Skiing	Duration: 3 Days
<p>Unit Objective:</p> <p>Students will demonstrate critical skills in outdoor activities while applying social, self-awareness, and self-management skills. Students will be able to discuss benefits of health and well-being, having a growth mindset, and engaging in various activities for self-expression, social interaction, and enjoyment.</p>	
<p>Priority Standards:</p> <p>S1.E23- Outdoor Pursuits/Adventure Activities</p> <p>S4.E2 Social Awareness: Procedures and Protocols</p> <p>S5.E1 Health and Well-being</p> <p>S5.E2 Self-awareness and self-management- challenge and growth mindset</p>	<p>Learning Targets:</p> <p><b>4th</b></p> <p>S1.E23.4- Demonstrate at least four critical skills needed to perform teacher-directed activity.</p> <p>S4.E2.4 Apply the procedures and protocols in the learning environment.</p> <p>S5.E1.4 Discuss the relationship between physical activity and well-being.</p> <p>S5.E2.4 Identify strategies to persist and maintain motivation when challenged.</p> <p><b>5th</b></p> <p>S1.E23.5- Demonstrate five or more critical skills needed to perform a teacher-directed activity.</p> <p>S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.</p> <p>S5.E1.5 Examine the health benefits of physical activity and well-being.</p> <p>S5.E2.5- Apply strategies to persist and maintain motivation when challenged.</p>

Course Name: 4-5 Elementary PE

Created: 11/9/22

Revised:

Unit 9: Wheels	Duration: 3 Days
<b>Unit Objectives:</b> Students will be able to independently use their learning to recognize how to get prepared for outdoor pursuits with the proper equipment, proper usage of the equipment, know and apply safety protocol, and the emotional and physical results of outdoor pursuits.	
<b>Priority Standards:</b>  S1.E23- Outdoor Pursuits/Adventure Activities  S4.E2 Social Awareness: Procedures and Protocols  S5.E1 Health and Well-being  S5.E2- Self-Awareness and self-management: challenge and growth mindset  S5.E3- Self-expression, social interaction, and enjoyment	<b>Learning Targets:</b>  <b>4th</b> S1.E23.4- Demonstrate at least four critical skills needed to perform teacher-directed activity.  S4.E2.4 Apply the procedures and protocols in the learning environment.  S5.E1.4 Discuss the relationship between physical activity and well-being.  S5.E2.4 Identify strategies to persist and maintain motivation when challenged.  S5.E3.4- Describe and compare the positive social interaction and the feeling of personal enjoyment when engaged in partner and small-group physical activities.  <b>5th</b> S1.E23.5- Demonstrate five or more critical skills needed to perform a teacher-directed activity.  S4.E2.5 Independently choose to apply the procedures and protocols in various learning environments.  S5.E1.5 Examine the health benefits of physical activity and well-being  S5.E2.5- Apply strategies to persist and maintain motivation when challenged.  S5.E3.5- Participate in different physical activities for enjoyment and challenge and analyze reasons for the feeling of enjoyment.

# HOLMEN MIDDLE SCHOOL

## PHYSICAL EDUCATION

Course Name: Middle School PE

Created:

Revised:

Team Handball	Duration: 8 Days
Unit Objectives: PE.S1.M6 Invasion Games: Offensive Skills PE.S1.M10 Invasion Games: Defensive Skills PE.S2.M1 Invasion Games: Creating Space (with movement) PE.S2.M2 Invasion Games: Creating Space (with offensive tactics) PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-changes speed and directions to create separation or positioning in a small-sided game</li> <li>-stays between the goal and the opponent on defense when opponent has the ball</li> </ul>



Course Name: Middle School PE

Created:

Revised:

Tchoukball-Invasion Tactics	Duration: 8 Days
Unit Objectives: PE.S1.M10 Invasion Games: Defensive Skills PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape) PE.S2.M4 Invasion Games: Reducing Space (using denial)	
Priority Standards:  <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Learning Targets:  -Maintains defensive-ready position, with weight on balls of feet, arms extended -jump to the ball -moving on the flight of the ball

Course Name: Middle School PE

Created:

Revised:

Flag Football	Duration: 8 Days
Unit Objectives: PE.S1.M6 Invasion Games: Offensive Skills PE.S1.M10 Invasion Games: Defensive Skills PE.S1.M5 Invasion Games: Passing and Receiving PE.S2.M1 Invasion Games: Creating Space (with movement) PE.S2.M2 Invasion Games: Creating Space (with offensive tactics) PE.S2.M3 Invasion Games: Reducing Space (changing the size and shape)	
Priority Standards:  <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Learning Targets:  -performs change speeds and direction to create open space during practice tasks -throws, while stationary, a leading pass to a moving receiver -reduces open space on defense by staying close to the opponent

Course Name: Grade 6 PE

Created:

Revised:

Grade 6: Adventure	Duration: 8 Days
Unit Objectives: PE.S4.M6 Relationship Skills: Conflict Resolution PE.S4.M3 Social Awareness PE.S4.M7 Decision-making	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  -Identify the High 5 Contract components -Identify examples of the High 5 Contract -Identify the ABCDE's of Problem Solving

Course Name: Grade 7 PE

Created:

Revised:

Grade 7: Adventure	Duration: 8 Days
Unit Objectives: PE.S4.M6 Relationship Skills: Conflict Resolution PE.S4.M3 Social Awareness PE.S4.M7 Decision-making	
Priority Standards: <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets: -exhibit responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors and supporting classmates by demonstrating each area of the High 5 Contract

Course Name: Grade 8 PE

Created:

Revised:

Grade 8: Adventure	Duration: 8 Days
Unit Objectives: PE.S4.M6 Relationship Skills: Conflict Resolution PE.S4.M3 Social Awareness PE.S4.M7 Decision-making	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  -cooperate with classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play by demonstrating each area of the High 5 Contract

Course Name: Middle School PE

Created:

Revised:

Fitness for Life Year 1	Duration: 8 Days
Unit Objectives: PE.S3.M2 Fitness Knowledge: Components PE.S3.M3 Fitness Knowledge PE.S3.M8 Fitness Knowledge: Cardio-respiratory PE.S3.M16 Knowledge Application	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -Identify the heart rate zone activity levels -state the number of recommended daily activity minutes for teens (60 minutes) -define the 6 components of skill-related fitness -participate in a variety of agility, balance, speed, power, reaction time, coordination activities

Course Name: Middle School PE

Created:

Revised:

Fitness for Life Year 2	Duration: 8 Days
Unit Objectives: PE.S3.M2 Fitness Knowledge: Components PE.S3.M3 Fitness Knowledge PE.S3.M4 Fitness Knowledge: Flexibility PE.S3.M5 Fitness Knowledge: Health-Related Fitness Components PE.S3.M8 Fitness Knowledge: Cardio-respiratory PE.S3.M14 Knowledge Application PE.S3.M16 Knowledge Application	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -Identify the heart rate zone activity levels -state the number of recommended daily activity minutes for teens (60 minutes) -define the 5 components of health-related fitness -develop an inventory of physical fitness activities for each of the components of fitness -participate in a variety of aerobic, strength, endurance and flexibility activities

Course Name: Middle School PE

Created:

Revised:

Fitness for Life Year 3	Duration: 8 Days
Unit Objectives: PE.S3.M3 Fitness Knowledge PE.S3.M8 Fitness Knowledge: Cardio-respiratory PE.S3.M4 Fitness Knowledge: Flexibility PE.S3.M7 Fitness Knowledge: Warm Up and Cool Down PE.S3.M16 Knowledge Application	
<p>Priority Standards:</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-Identify the heart rate zone activity levels</li><li>-state the number of recommended daily activity minutes for teens (60 minutes)</li><li>-describe and demonstrate the difference between dynamic and static stretches</li><li>-describe the role of flexibility, warm-up and cool down in injury prevention</li></ul>



Course Name: Middle School PE

Created:

Revised:

Badminton-Net/Wall Skills and Tactics	Duration: 10 Days
Unit Objectives: PE.S1.M11 Net/Wall Games: Serving PE.S1.M16 Net/Wall Games: Striking PE.S1.M14 Net/Wall Games: Weight Transfer PE.S2.M6 Net/Wall Games: Creating Space (through variation) PE.S2.M7 Net/Wall Games: Using Tactics and Shots	
Priority Standards:  <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Learning Targets:  <i>Year 1</i> -demonstrate underhand serve in a net activity -demonstrates ready position in home base <i>Year 2</i> -demonstrate strike with rotation and weight transfer while performing a clearing pattern in a net/wall activity -identify ways to create open space in a net game by varying force and direction -selects offensive shot based on opponent's location

Course Name: Middle School PE

Created:

Revised:

Volleyball-Net/Wall Skills and Tactics	Duration: 10 Days
Unit Objectives: PE.S1.M11 Net/Wall Games: Serving PE.S1.M14 Net/Wall Games: Weight Transfer PE.S1.M16 Net/Wall Games: Two-hand Volley	
Priority Standards:  <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.	Learning Targets:  -demonstrates underhand or overhand serve in a net activity -demonstrates two-hand volleys with control in volleyball

Course Name: Middle School PE

Created:

Revised:

Abilities Awareness	Duration: 10 Days
Unit Objectives: PE.S4.M1 Safety PE.S4.M3 Social Awareness	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  - accept differences among classmates in physical development, maturation and varying skill levels by providing encouragement and positive feedback -describe how an individual's abilities impact their ability to participate in physical activities -describe what they can do to encourage peers with varying abilities to participate in physical activity

Course Name: Middle School PE

Created:

Revised:

World Games	Duration: 10 Days
Unit Objectives: PE.S4.M1 Safety PE.S4.M3 Social Awareness	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  -respectfully acknowledge perceived differences and support diversity. -explain how culture influences sports and/or physical activity

Course Name: Middle School PE

Created:

Revised:

Dance	Duration: 10 Days
Unit Objectives: PE.S1.M1 Dance and Rhythms	
Priority Standards: <b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.	Learning Targets: -demonstrate correct rhythm and pattern for selected dances -exhibit command of rhythm and timing by creating a movement sequence to music -create a dance/rhythm sequence consisting of at least 4 various movement phases.

Course Name: Grade 6 PE

Created:

Revised:

Wellness Grade 6	Duration: 10 Days
Unit Objectives: PE.S3.M9 Fitness Knowledge: Body Systems PE.S3.M14 Knowledge Application PE.S3.M16 Knowledge Application	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -demonstrates knowledge of appropriate and safe use of exercise equipment -identify the difference between sets and repetitions. -identify lifts used in the wellness center

Course Name: Grade 7 PE

Created:

Revised:

Wellness Grade 7	Duration: 10 Days
Unit Objectives: PE.S3.M9 Fitness Knowledge: Body Systems PE.S3.M14 Knowledge Application PE.S3.M16 Knowledge Application	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -identify major muscle groups -identify the ways to contract each muscle group to strengthen -provides corrective feedback to a peer, using teacher-generated guidelines for correct lifting technique

Course Name: Grade 8 PE

Created:

Revised:

Wellness Grade 8	Duration: 10 Days
Unit Objectives: PE.S3.M9 Fitness Knowledge: Body Systems PE.S3.M14 Knowledge Application PE.S3.M16 Knowledge Application PE.S3.M11 Assessment and Program Planning	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -employ a variety of appropriate stretching techniques for all major muscle groups -state lifts that can be used for each of the major muscle groups



Course Name: Middle School PE

Created:

Revised:

Invasion Skills-Floor Hockey	Duration: 8 Days
Unit Objectives: PE.S1.M4 Invasion Games: Passing and Receiving PE.S1.M8 Invasion Games: Dribbling/Object Control	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-dribbling with an implement with control, changing speed and direction in a variety of practice tasks</li><li>-dribbles with an implement combined with passing in a practice task</li></ul>

Course Name: Middle School PE

Created:

Revised:

Invasion Skills-Soccer	Duration: 8 Days
Unit Objectives: PE.S1.M8 Invasion Games: Dribbling/Object Control	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-foot dribbles combined with passing in a variety of practice tasks</li><li>-traps the ball with a mature pattern</li></ul>

Course Name: Middle School PE

Created:

Revised:

Invasion Skills-Basketball	Duration: 8 Days
Unit Objectives: PE.S1.M7 Invasion Games: Dribbling/Object Control PE.S1.M9 Invasion Games: Shooting on Goal	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks</li><li>-performs a basketball jump shot with mature form</li></ul>

Course Name: Middle School PE

Created:

Revised:

Rec Games	Duration: 8 Days
Unit Objectives: PE.S3.M15 Knowledge Application PE.S4.M1 Safety PE.S4.M2 Social Awareness: Procedures and Protocols	
<p>Priority Standards:</p> <p><b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-participate in a variety of lifetime, outdoor pursuits or recreational activities</li><li>-demonstrates personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors</li><li>-demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games</li></ul>

Course Name: Middle School PE

Created:

Revised:

Sportsmanship	Duration: 8 Days
Unit Objectives: PE.S4.M2 Social Awareness: Procedures and Protocols	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  -demonstrates knowledge of rules and etiquette by self-officiating modified physical activities and games -identify positive traits in the different roles in physical activity settings -demonstrates verbal and nonverbal positive praises and encouragements

Course Name: Middle School PE

Created:

Revised:

Golf	Duration: 8 Days
Unit Objectives: PE.S3.M15 Knowledge Application PE.S4.M1 Safety PE.S4.M2 Social Awareness: Procedures and Protocols	
Priority Standards:  <b>Standard 4:</b> The physically literate individual exhibits responsible personal and social behavior that respects self and others.	Learning Targets:  -participate in a variety of lifetime, outdoor pursuits or recreational activities -demonstrates personal responsibility by using appropriate etiquette, demonstrating respect for facilities and exhibiting safe behaviors

Course Name: Middle School PE

Created:

Revised:

Valuing Physical Activity	Duration: 8 Days
Unit Objectives: PE.S5.M1 Health and Wellbeing PE.S5.M2 Self-awareness and Self-management: Challenge and Growth Mindset PE.S5.M3 Self-expression and Enjoyment PE.S5.M6 Social Interaction	
Priority Standards:  <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Learning Targets:  -identify the physical activity value (health, enjoyment, challenge, and social interaction) based on a description of why someone chose a physical activity -identify physical activity interests and the reasons why they participate in them

Course Name: Middle School PE

Created:

Revised:

Moving 4 a Purpose	Duration: 8 Days
Unit Objectives: PE.S3.M1 Physical Activity Knowledge: Barriers	
Priority Standards:  <b>Standard 3:</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.	Learning Targets:  -describes how being physically active leads to a healthy body. -identifies lifestyle related diseases -Identify barriers related to maintaining a physically active lifestyle and seek solutions for eliminating those barriers.



Course Name: Middle School PE

Created:

Revised:

Healthier You	Duration: 8 Days
Unit Objectives: PE.S3.M12 Nutrition: Healthy Nutritional Choices PE.S3.M13 Mindfulness and Stress Management	
Priority Standards:  <b>Standard 5:</b> The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.	Learning Targets:  -identify ways to improve health through physical activity, nutrition, sleep, and stress management -self-select a strategy to implement in each area of physical activity, nutrition, sleep, and stress management

Fitness and Nutrition	Duration: 2-3 Weeks
Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to identify terminology associated with sets, reps, and weights.</li> <li>- Students will be able to identify different types of equipment and machines in the weight room and fitness center.</li> <li>- Students will be able to identify different types of fitness exercises: weight training, cardiovascular training, and stretching."</li> <li>- Students will be able to correctly name sets, reps, and weights.</li> <li>- Students will be able to use the names of different types of equipment and machines in the weight room and fitness center.</li> <li>- Students can use terminology correctly when performing different types of fitness exercise."</li> <li>- Students can identify at least 3 benefits of exercise.</li> <li>- Students can identify go foods, slow foods, and woah foods.</li> <li>- Students can demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights.</li> <li>- Students can demonstrate the ability to use cardiovascular machines correctly (treadmill, elliptical, stationary bike, rower, etc.)."</li> <li>- Students can identify what go foods, slow foods, and woah foods do to the body.</li> <li>- Students can identify the 5 health-related fitness components.</li> <li>- Students can give at least one example of an exercise which relates to each health-related fitness component."</li> <li>- Students can identify the 6 categories of the MyPlate Diagram.</li> <li>- Students can provide at least one example of a food, for each category on the MyPlate Diagram."</li> <li>- Students can log weekly participation in fitness activities characterized by type of exercise and time completed.</li> <li>- Students will be able to demonstrate they can participate safely in various fitness environments.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students can list at least 3 positive impacts of being physically active.</li> <li>- Students can identify the unhealthy impact of being inactive."</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, during daily class activities.</li> </ul>

Course Name: Adapted PE (High School)

Created:

Revised:

Invasion Games: Flag Football, Basketball, Team Handball, Floor Hockey, Soccer	Duration: 2 Weeks/Unit
Unit Objectives: PE.S1.H2 Invasion Games: Throwing, PE.S1.H3 Invasion Games: Catching PE.S1.H4 Invasion Games: Passing and Receiving, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S2.H4 Invasion Games: Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
Priority Standards: <b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.  <b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.	Learning Targets: - Students will demonstrate basic throwing technique while engaging in flag football and team handball. - Students will demonstrate catching technique while engaging in flag football, basketball, and team handball. - Students can demonstrate passing and receiving technique, while engaging in basketball, team handball, floor hockey, and soccer. - Students can identify terminology related to invasion games including: equipment, general rules, skills, and general offense vs. defense strategy. - Students can use terminology associated with invasion games including: equipment, general rules, skills, and general offense vs. defense strategy. - Students can identify the offensive vs. defensive team during game play. - Students can appropriately space themselves from their teammates during offensive and defensive situations. - Students can identify who they are guarding and following this person during game play." - Students will be able to demonstrate they can participate safely in unit activities. - Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.

Course Name: Adapted PE (High School)

Created:

Revised:

Target Games: Outdoor Rec, Indoor Rec, Archery, Frisbee Games, Bowling	Duration: 2 Weeks/Unit
Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S1.H7 Target Games: Striking, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to demonstrate an underhand throwing pattern displayed using at least two different objects.</li><li>- Students will be able to demonstrate an underhand rolling pattern with a bowling ball.</li><li>- Students will be able to demonstrate a backhand frisbee throwing pattern."</li><li>- Students will be able to use a compound bow, following the 7 steps to shooting a bow.</li><li>- Students will be able to identify terminology related to a KanJam game including: equipment used in the game, skills, rules, and how to score.</li><li>- Students can identify terminology related to target games including: equipment, skills, general rules, and scoring."</li><li>- Students will be able to use terminology related to a KanJam game including: equipment used in the game, skills, rules, and how to score, using a KanJam game.</li><li>- Students can use terminology related to target games including: equipment, skills, general rules, and scoring, during game play."</li><li>- Students will be able to demonstrate they can participate safely in unit activities.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li></ul>

Course Name: Adapted PE (High School)

Created:

Revised:

Net/Wall Games: Badminton, Volleyball	Duration: 2 Weeks/Unit
Unit Objectives: PE.S1.H5 Net/Wall Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H7 Net/Wall Games: Creating Space, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
Priority Standards: <b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.  <b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.	Learning Targets: - Students will be able to demonstrate a mature striking pattern with at least one implement. - Students will be able to demonstrate the following volleyball skills: serving, forearm passing, and setting." - Students can identify terminology related to net/wall games including: equipment, general rules, and skills. - Students use identify terminology related to net/wall games including: equipment, general rules, and skills, during game play. - Students can use appropriate spacing when participating in a net/wall game with a partner and small group. - Students will be able to demonstrate they can participate safely in unit activities. - Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.

Course Name: Adapted PE (High School)

Created:

Revised:

Striking/Field Games: Kickball, Softball	Duration: 2 Weeks
Unit Objectives: PE.S1.H8 Fielding and Striking Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S2.H11 Fielding and Striking Games: Reducing Space, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
Priority Standards: <b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.  <b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.  <b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.	Learning Targets: - Students will be able to demonstrate a mature kicking pattern with a stationary ball. - Students will be able to demonstrate striking a ball off of a tee with a bat." - Students can identify terminology related to striking and fielding games including: equipment, general rules, skills, and general offense vs. defensive strategy. - Students can use terminology related to striking and fielding games including: equipment, general rules, skills, and general offense vs. defensive strategy, during game play. - Students can identify proper spacing and coverage with defensive positions. - Students will be able to demonstrate they can participate safely in unit activities. - Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.

Course Name: Adapted PE (High School)

Created:

Revised:

Hiking, Rock Climbing	Duration: 2 Weeks/Unit
Unit Objectives: PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students can identify terminology related to rock climbing and hiking including: equipment and general rules.</li><li>- Students can use terminology related to rock climbing and hiking including: equipment and general rules, while participating in each of the activities.</li><li>- Students will be able to demonstrate they can participate safely in unit activities.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students can use the belay contract while participating in rock climbing.</li></ul>

Course Name: Adapted PE (High School)

Created:

Revised:

Dance	Duration: 2 Weeks
Unit Objectives: PE.S1.H1 Dance and Rhythms, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to demonstrate keeping a rhythm while using drumming sticks.</li><li>- Students will be able to choreograph and present a dance routine, with a small group and a teacher.</li><li>- Students can identify terminology related to dance equipment and rhythms.</li><li>- Students use identify terminology related to dance equipment and rhythms, while participating in dance activities.</li><li>- Students will be able to demonstrate they can participate safely in dance activities.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li></ul>



Course Name: Adapted PE (High School)

Created:

Revised:

Swimming	Duration: 1-2 Weeks
Unit Objectives: PE.S1.H10 Aquatics: Swim Skills, PE.S2.H6 Movement Concepts, Principles, and Knowledge: Aquatics PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p>	<p>Learning Targets:</p> <p>PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels."</p> <p>PE.S2.H6.L1 Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing).</p> <p>PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.</p> <p>PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.</p> <p>PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities.</p> <p>PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity."</p> <p>PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes.</p>

# HOLMEN HIGH SCHOOL

## PHYSICAL EDUCATION

Course	Pre-Req	Credit	Grade Level			
			9	10	11	12
<b>Required Courses</b>						
Physical Education 9 In & Out		.5 ea.	R			
PE 10 Totally Fit Wellness	Y	.5		R		
<b>Elective Courses</b>						
T.R.A.I.L.S. A & B	Y	.5	RO	RO	RO	RO
Physical Education 10-12	Y	.5		RO	RO	RO
PE Indoor-Bowling & Net/Wall Games	Y	.5		RO	RO	RO
PE Team Sports	Y	.5		RO	RO	RO
PE Net/Wall Games	Y	.5		RO	RO	RO
PE Outdoor-Adventure Education & Outdoor Recreation (Optional Dual Credit)	Y	.5		RO	RO	RO
PE Advanced Weight Training	Y	.5		RO	RO	RO
PE Rock Climbing & Recreation Games	Y	.5		RO	RO	RO
PE Studio Fitness	Y	.5		RO	RO	RO
PE Universal Adventure & Outdoor Pursuits 1 & 2	Y	.5		RO	RO	RO
PE Weight Training	Y	.5		RO	RO	RO

R=Required course and year to be taken; RO= Required Option

Course Name: High School PE

Created:

Revised:

Advanced Weight Training	Duration: 9 Weeks
Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S3.H1 Physical Activity Knowledge, PE.S3.H2 Physical Activity Knowledge, PE.S3.H4 Physical Activity Knowledge, PE.S3.H6 Fitness Knowledge, PE.S3.H7 Fitness Knowledge, PE.S3.H8 Fitness Knowledge, PE.S3.H10 Assessment and Program Planning, PE.S3.H11 Assessment and Program Planning, PE.S3.H14 Knowledge Application, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p>Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p>Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to define and identify daily unit terminology.</li><li>- Students will be able to create a week-long strength training program.</li><li>- Students will be able to use the TrainHeroic program to monitor and track strength training growth and improvement.</li><li>- Students will be able to create a week-long strength training program.</li><li>- Students will be able to video type and explain the proper mechanics for lifting weights as well as bodyweight.</li><li>- Students will be able to create a strength training program using push/pull muscles.</li><li>- Students will understand the importance of protein, carbohydrates, and fats for muscle recovery and growth.</li><li>- Students will be able to analyze the adaptation principle by using the TrainHeroic program that tracks their progress.</li><li>- Students will be able to create a week-long strength training program.</li><li>- Students will journal each week about the progress they are making in their fitness goals.</li><li>- Students can identify the skills necessary to help them improve in their targeted area of growth.</li><li>- Students will be able to design their own programs and plan using the fitness principles.</li><li>- Students will be able to design their own SPORT, FITT, HIIT, and SAID principle and apply it to their specific area.</li><li>- Students will use the TrainHeroic app that they download to be able to track their daily workouts.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li></ul>

Course Name: High School PE

Created:

Revised:

Adventure Education and Outdoor Recreation	Duration: 4-5 Weeks
Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H3 Social Awareness PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S2.H1 Movement Concepts, Principles, and Knowledge, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S4.H5 Relationship Skills: Feedback, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-Students can describe the adventure process and explain where it is used in the physical education curriculum and beyond.</li><li>-Students can identify where they see concepts from the adventure process in schools and the community.</li><li>- Students will co-facilitate the adventure process with a peer to a group of people.</li><li>- Students will demonstrate and explain the hard skills in a climbing team- belayer, back-up belayer, climber, and spotter.</li><li>- Students will keep a reflection journal detailing their experiences participating and facilitating an adventure education experience.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>-Students will be able to define and identify daily unit terminology related to fitness and exercise.</li><li>-Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li></ul>

Course Name: High School PE

Created:

Revised:

Outdoor Pursuits/Activities	Duration: 1-2 Weeks
Unit Objectives: PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S4.H1 Safety, PE.S3.H3 Physical Activity Knowledge, PE.S3.H3 Physical Activity Knowledge, PE.S5.H1 Health and Well-Being, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction, PE.S5.H6 Social Interaction, PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will co-facilitate the adventure process with a peer to a group of people.</li><li>-Students will lead a group of peers in an outdoor pursuit activity.</li><li>- Students will create a risk management plan.</li><li>-Students will implement a risk management plan in-field experience.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to define and identify daily unit terminology related to fitness and exercise.</li><li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li></ul>

Course Name: High School PE

Created:

Revised:

Outdoor Recreational Games/Target Games	Duration: 2-3 Weeks
Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S1.H7 Target Games: Striking, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to define and identify daily unit terminology related to fitness and exercise.</li><li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li></ul>

Course Name: High School PE

Created:

Revised:

Outdoor Recreational Games/Target Games	Duration: 2-3 Weeks
Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S1.H7 Target Games: Striking, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to define and identify daily unit terminology related to fitness and exercise.</li><li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li></ul>

Bowling	Duration: 2-3 Weeks
<p>Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S2.H1 Movement Concepts, Principles, and Knowledge, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H5 Movement Concepts, Principles, and Knowledge (Motor Skills), PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H6 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate competency in rolling a bowling ball.</li> <li>- Students will be able to apply a mature throwing pattern in rolling a bowling ball, while following the 5 steps to bowling.</li> <li>- Students will be able to identify movement concepts of how force, motion, and rotation are key in rolling a bowling ball.</li> <li>- Students will be able to compare and contrast movement concepts (force, motion, rotation) in rolling a straight ball vs. hook ball."</li> <li>- Students will be able to describe the speed vs. accuracy tradeoff when rolling a bowling ball.</li> <li>- Students will be able to describe the speed vs. accuracy when rolling a straight ball vs. hook ball."</li> <li>- Students will be able to identify terminology associated to bowling through competency in scoring a bowling game.</li> <li>- Students will be able to identify terminology associated with bowling including: equipment, rules, and skills."</li> <li>- Students will be able to use terminology associated to bowling while scoring a bowling game.</li> <li>- Students will be able to use terminology associated with bowling including: equipment, rules, and skills."</li> <li>- Students will be able to identify the 5 steps to rolling a bowling ball.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to identify community opportunities for bowling and how this physical activity supports a healthy lifestyle.</li> <li>- Students will be able to compare and contrast opportunities for bowling vs. other physical activities.</li> <li>- Students will be able to evaluate their own community opportunities for bowling vs. other physical activities.</li> </ul>



Course Name: High School PE

Created:

Revised:

<p>Net/Wall Games: Badminton, Spikeball, Volleyball, Pickleball, Table Tennis</p>	<p>Duration: 2 Weeks/Unit</p>
<p>Unit Objectives: PE.S1.H5 Net/Wall Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H7 Net/Wall Games: Creating Space, PE.S2.H8 Net/Wall Games: Use of Tactics and Shots, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-Students will be able to demonstrate proficiency in at least 3:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball skills.</li></ul></li><li>-Students will be able to refine and apply at least 3 activity specific skills in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball skills.</li></ul></li><li>- Students will be able to create and implement a practice plan designed to develop and refine competency in at least 2 net/wall games.<ul style="list-style-type: none"><li>- Students will be able to identify terminology associated with net/wall games including: equipment, rules, skills, and offensive vs. defensive strategy."</li></ul></li><li>-Students will be able to use strategies and tactics (spacing and positioning) competently during game play in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>-Students will be able to apply strategies and tactics (spacing and positioning) when analyzing errors in game play in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>-Students will be able to implement strategies and tactics (spacing and positioning) when analyzing errors in game play in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>-Students will be able to use strategies and tactics (offensive shots) competently during game play in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>-Students will be able to analyze shot selection based on opponents positioning in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>-Students will be able to examine the effectiveness of various shots based on positioning, timing, and force in:<ul style="list-style-type: none"><li>- Badminton, Pickleball, Volleyball, Spikeball.</li></ul></li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</li></ul>

<p>PE 9 Indoor Adventure Education</p>	<p>Duration: 1-2 Weeks</p>
<p>Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S4.H7 Decision-making, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to properly identify and use four or more characteristics of successful communication.</li> <li>-Students will be able to properly recall and use the ABCDE's of problem solving.</li> <li>-Students will be able to properly identify and use the most important characteristics of a trustworthy person."</li> <li>-Students will be able to follow the 5-finger contract during all adventure activities.</li> <li>-Students will be able to reflect on their own ability to follow the 5-finger contract and the impact that it has on themselves, their peers, and overall engagement.</li> <li>-Students will demonstrate the ability to use positive verbal and non-verbal communication skills to lead towards success during adventure activities.</li> <li>-Students will reflect on the impact their own communication (verbal and non-verbal) and the role it played during conflicts that occurred during class.</li> <li>-Students will demonstrate the ability to properly use the ABCDE's of decision making when faced with a challenge.</li> <li>-Students will keep in consideration the well-being of themselves as well as others when making decisions."</li> <li>-Students will evaluate their role and impact on making successful situations.</li> <li>-Students will be able to identify a barrier they are faced with during adventure activities.</li> <li>-Students will be able identify supports/strategies in an effort to overcome barriers."</li> <li>-Students will participate in adventure activities that allow for self-expression and enjoyment.</li> <li>-Students will identify and use appropriate verbal and physical cues in a positive and encouraging manner during adventure activities.</li> </ul>

<p>PE 9 Indoor Fitness and Invasion Games</p>	<p>Duration: 2-3 Weeks</p>
<p>Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S3.H1 Physical Activity Knowledge PE.S3.H1 Physical Activity Knowledge, PE.S3.H6 Fitness Knowledge, PE.S3.H9 Fitness Knowledge: Cardio-respiratory, PE.S3.H11 Assessment and Program Planning, PE.S3.H13 Stress Management, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H1 Health and Well-Being, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to identify fitness terminology (FITT Principle, RPE, THR, RHR, MHR)</li> <li>-Students are able to discuss personal benefits of being physically active.</li> <li>-Students will be able to calculate their maximum heart rate and target heart rates based on their fitness goals.</li> <li>-Students will be able to identify health related fitness components in relation to their personal life goals.</li> <li>-Students will be able to identify stress management techniques they are able to use to reduce stress.</li> <li>-Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during fitness activities.</li> <li>-Students will be able to identify mental, social and emotional benefits of participating in fitness activities.</li> <li>Student will be able to identify barriers to being successful in fitness activities.</li> <li>-Students will be able to recognize barriers and identify actions to overcome barriers of being successful in fitness activities.</li> <li>Students will be able to participate in a variety of physical activities for self-expression and enjoyment.</li> <li>-Students will be able to demonstrate the ability to choose a physical activity that promotes self-expression.</li> <li>-Students will be able to identify verbal, physical and environmental cues, to help and encourage others in fitness activities.</li> </ul>

<p>PE 9 Indoor Net/Wall Games</p>	<p>Duration: 2-3 Weeks</p>
<p>Unit Objectives: PE.S1.H5 Net/Wall Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H7 Net/Wall Games: Creating Space, PE.S2.H8 Net/Wall Games: Use of Tactics and Shots, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to identify terminology associated with net/wall games - drop, clear/lob, drive and smash shot, rally, forehand, backhand, pass, set, spike, volley, sideout.</li> <li>-Students will be able to use terminology associated with net/wall games - drop, clear, lob and smash shot, rally, forehand, backhand, pass, set, spike, volley, sideout, while participating in net/wall activities.</li> <li>-Students will be able to demonstrate strategies of body placement in the space and body positioning, during net/wall games.</li> <li>-Students will be able to apply strategies and tactics while participating in net/wall activities.</li> <li>-Students will be able to demonstrate strategies of different shot selection to play offensively during net/wall game play.</li> <li>-Students will be able to analyze the best shot selection during net/wall game play to score a point.</li> <li>-Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all net/wall activities.</li> <li>-Students will be able to identify barriers to being successful in net/wall activities.</li> <li>-Students will be able to recognize barriers to being successful in net/wall games and identify actions to overcome them.</li> <li>-Students will be able to demonstrate the ability to participate in net/wall activities at a health enhancing level, during daily class activities.</li> <li>-Students will be able to demonstrate they value physical activity through daily participation in net/wall activities.</li> </ul>

Course Name: PE Grade 9 Indoor

Created:

Revised:

PE 9 Indoor Dance	Duration: 1-2 Weeks
Unit Objectives: PE.S1.H1 Dance and Rhythms, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>-Students will learn and be able to perform one of the fitness dances taught.</li><li>-Students will create a fitness-based dance and present to the class.</li><li>-Students will be able to identify terminology associated with dance (beat, tempo, rhythm, grapevine, line dance)</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all dance activities.</li><li>-Students will be able to identify a barrier they are faced with during dance activities.</li><li>-Students will be able recognize barriers and identify supports/strategies to overcome their barrier.</li><li>- Students will be able to demonstrate the ability to participate in dance activities, at a health enhancing level, during daily class activities.</li><li>- Students will be able to demonstrate they value physical activity through daily participation in dance activities.</li><li>-Students will be able to identify verbal and physical cues that help encourage others to participate in dance activities.</li></ul>

<p>PE 9 Outdoor Adventure Education</p>	<p>Duration: 1-2 Weeks</p>
<p>Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S4.H7 Decision-making, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to properly identify and use four or more characteristics of successful communication.</li> <li>-Students will be able to properly recall and use the ABCDE's of problem solving.</li> <li>-Students will be able to properly identify and use the most important characteristics of a trustworthy person."</li> <li>-Students will be able to follow the 5-finger contract during all adventure activities.</li> <li>-Students will be able to reflect on their own ability to follow the 5-finger contract and the impact that it has on themselves, their peers, and overall engagement.</li> <li>-Students will demonstrate the ability to use positive verbal and non-verbal communication skills to lead towards success during adventure activities.</li> <li>-Students will reflect on the impact their own communication (verbal and non-verbal) and the role it played during conflicts that occurred during class.</li> <li>-Students will demonstrate the ability to properly use the ABCDE's of decision making when faced with a challenge.</li> <li>-Students will keep in consideration the well-being of themselves as well as others when making decisions."</li> <li>-Students will evaluate their role and impact on making successful situations.</li> <li>-Students will be able to identify a barrier they are faced with during adventure activities.</li> <li>-Students will be able identify supports/strategies in an effort to overcome barriers.</li> <li>-Students will participate in adventure activities that allow for self-expression and enjoyment.</li> <li>-Students will identify and use appropriate verbal and physical cues in a positive and encouraging manner during adventure activities.</li> </ul>

<p>PE 9 Outdoor Invasion Games</p>	<p>Duration: 2-3 Weeks</p>
<p>Unit Objectives: PE.S1.H4 Invasion Games: Passing and Receiving, PE.S2.H4 Invasion Games: Movement Concepts, Principles, and Knowledge, PE.S2.H4 Invasion Games: Movement Concepts, Principles, and Knowledge, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H5 Social Interaction, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to identify general terminology for invasion games such as: body position, field position, on the ball, off the ball, transitions, sportsmanship</li> <li>-Students will be able to identify offensive terminology during invasion games such as: keeping possession, creating space, advancing the object, attacking the target, winning the object.</li> <li>- Students will be able to identify defensive terminology during invasion games such as: defending the goal, winning the ball, anticipating movement, intercepting, man to defense, zone defense"</li> <li>-Students will be able to use offensive and defensive strategies and tactics during gameplay.</li> <li>-Students will be able to analyze different defensive and offensive strategies and tactics while participating in invasion games.</li> <li>-Students will be able to use verbal cues to encourage and promote teamwork while participating in invasion games.</li> <li>- Students will be able to demonstrate they can adjust their participation level during invasion games to ensure safety of self and others.</li> <li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during invasion games.</li> <li>-Students will be able to identify common barriers that occur during invasion games.</li> <li>-Students will be able to identify supports to overcome barriers in invasion games.</li> <li>- Students will be able to demonstrate the ability to participate in an invasion game, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to demonstrate they value physical activity through daily participation in invasion games.</li> </ul>

<p>PE 9 Outdoor Target Games</p>	<p>Duration: 2 Weeks</p>
<p>Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H6 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to identify terminology in target games - opposed, unopposed.</li> <li>-Students will be able to use terminology associated with target games.</li> <li>- Students will be able to demonstrate they can adjust their participation level during target games to ensure safety of self and others.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during target games.</li> <li>-Students will be able to reflect on the importance of following rules and protocols while playing target games.</li> <li>-Students will be able to identify common barriers that occur during target games.</li> <li>-Students will be able to identify supports to overcome barriers in target games.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</li> <li>-Students will be able to identify a target game activity they can pursue in the community for social interaction and physical activity.</li> </ul>



<p>PE 9 Outdoor Striking and Fielding Games</p>	<p>Duration: 2 Weeks</p>
<p>Unit Objectives: PE.S1.H8 Fielding and Striking Games, PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately., PE.S2.H10 Fielding and Striking Games: Offensive and Defensive Strategies, PE.S2.H11 Fielding and Striking Games: Reducing Space, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to identify terminology for striking and fielding. pitcher, catcher, 1st, 2nd, 3rd and home base, short stop, outfield, infield, left field, right field, fly ball, out, tagging up, strike, strike zone, ball, force out, tag out, walk, rounding a base, foul ball"</li> <li>-Students will be able to use offensive and defensive strategies while playing striking and fielding games.</li> <li>- Students will be able to apply offensive and defensive strategies during game play of striking and fielding games.</li> <li>- Students will be able to demonstrate they can adjust their participation level during fielding/striking games to ensure safety of self and others.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during fielding/striking activities.</li> <li>- Students will be able to identify barriers to success in striking and fielding activities.</li> <li>- Students will be able to recognize barriers to being successful in striking and fielding activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during fielding/striking activities.</li> <li>- Students will be able to demonstrate they value physical activity through daily participation in fielding/striking activities.</li> </ul>

Lifetime Fitness	Duration: 9 Weeks
<p>Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S3.H1 Physical Activity Knowledge PE.S3.H5 Physical Activity Planning, PE.S3.H6 Fitness Knowledge, PE.S3.H14 Knowledge Application, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H4 Self-Management: Goal Setting, PE.S5.H1 Health and Well-Being, PE.S5.H3 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to define and identify daily unit terminology related to fitness and exercise.</li> <li>-Students will be to identify benefits for being physically active.</li> <li>-Students will log and reflect on physical activities of their choice outside to the school day.</li> <li>-Students will plan and create a fitness workout for the class.</li> <li>-Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>-Students will be able to create a short-term SMART goal on one fitness area.</li> <li>-Students will be able to describe and identify positive feelings that result from participating in a physical activity.</li> <li>-Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> </ul>

Invasion Games: Floor Hockey, Basketball, Soccer	Duration: 1-2 Weeks/Activity
Unit Objectives: PE.S1.H2 Invasion Games: Throwing, PE.S1.H3 Invasion Games: Catching, PE.S1.H4 Invasion Games: Passing and Receiving, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H4 Invasion Games: Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to define and identify terminology associated with each invasion games including: equipment, rules, skills, and general offense vs. defense strategy.</li><li>- Students will be able to use terminology associated with each invasion games including: equipment, rules, skills, and general offense vs. defense strategy, during regulation game play.</li><li>- Students will be able to use tactical defensive and offensive strategies during regulation game play of each invasion game taught.</li><li>- Students will be able to analyze tactical defensive and offensive strategies, while observing other students during game play.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</li></ul>

Target Games: Archery, Frisbee, Kubbb, Bean Bags	Duration: 1-2 Weeks/Activity
Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S1.H7 Target Games: Striking, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to use compound bow, following the 7 steps to shooting a bow.</li><li>- Students will be able to demonstrate competency in using a compound bow, while following the 7 steps to shooting a bow correctly.</li><li>- Students will be able to identify correct terminology (equipment, rules, skills) associated with each target game which they participate in.</li><li>- Students will be able to use correct terminology (equipment, rules, skills) associated with each target game which they participate in, during game play.</li><li>- Students will be able to use tactical target game strategies, including adjusting speed, force, trajectory, and angles, during game play on each target game learned.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li></ul>

<p>Net/Wall Games: Badminton, Spikeball, Volleyball, Pickleball, Table Tennis</p>	<p>Duration: 2 Weeks/Activity</p>
<p>Unit Objectives: PE.S1.H5 Net/Wall Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H7 Net/Wall Games: Creating Space, PE.S2.H8 Net/Wall Games: Use of Tactics and Shots, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to identify terminology associated with net/wall games including: equipment, rules, skills, and offensive vs. defensive strategy.</li> <li>- Students will use correct terminology (equipment, rules, skills, and strategies) while engaging in the following net/wall games:             <ul style="list-style-type: none"> <li>-Badminton, Pickleball, Volleyball, Spikeball</li> </ul> </li> <li>-Students will be able to use strategies and tactics (spacing and positioning) competently during game play in:             <ul style="list-style-type: none"> <li>-Badminton, Pickleball, Volleyball, Spikeball</li> </ul> </li> <li>-Students will be able to use strategies and tactics (offensive shots) competently during game play in:             <ul style="list-style-type: none"> <li>-Badminton, Pickleball, Volleyball, Spikeball</li> </ul> </li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> </ul>

<p>Striking and Fielding Games: Softball, Kickball</p>	<p>Duration: 1-2 Weeks</p>
<p>Unit Objectives: PE.S1.H8 Fielding and Striking Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H10 Fielding and Striking Games: Offensive and Defensive Strategies, PE.S2.H11 Fielding and Striking Games: Reducing Space, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to define and identify terminology associated with striking and fielding games including: equipment, rules, skills, and general offense vs. defense strategy.</li> <li>- Students will be able to use terminology associated with striking and fielding games including: equipment, rules, skills, and general offense vs. defense strategy, during regulation game play.</li> <li>- Students will be able demonstrate effective tactical offensive strategies in at least one striking and fielding game.</li> <li>- Students will be able to demonstrate effective tactical defensive strategies in at least one striking and fielding game."</li> <li>- Students can apply appropriate placement when striking an object on offense.</li> <li>- Students can discuss with peers how to maximize field coverage on defense.</li> <li>- Students can communication with peers how to maximize field coverage on defense, during a regulation game.</li> <li>- Students can model appropriate coverage strategies on defense.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> </ul>

<p>Rock Climbing</p>	<p>Duration: 3-4 Weeks</p>
<p>Unit Objectives: PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S2.H1 Movement Concepts, Principles, and Knowledge, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H3 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to demonstrate competency in:             <ul style="list-style-type: none"> <li>- Tying a trace figure 8 primary climbing knot with a back-up (fisherman's knot).</li> <li>- Back-up belaying.</li> <li>-A 1-to-1 belay (slingshot belay).</li> <li>- Correct spotting technique."</li> <li>- Students will be able to identify correct rope friction and rope management, while belaying.</li> <li>- Students will be able to identify terminology related to rock climbing and belay equipment.</li> <li>- Students will be able to identify the belay contract, appropriate climbing communication, and appropriate terminology while using the safety checks.</li> <li>- Students will be able to define and identify daily unit terminology."</li> <li>- Students will be able to use the correct terminology related to rock climbing and belay equipment.</li> <li>- Students will be able to use correct terminology related to the belay contract, appropriate climbing communication, and appropriate while using the safety checks."</li> <li>- Students will be able to identify the belay safety check system using the BARK acronym.</li> <li>"</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to communicate the belay contract, appropriate climbing communication, and appropriate while using the safety checks.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> </ul> </li> </ul>

Leagues/Tournaments: Frisbee, Darts, Disc Golf, Bean Bags	Duration: 1-2 Weeks
Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H3 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment	
Priority Standards:  <b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.  <b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.  <b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	Learning Targets: - Students will be able to identify terminology related to organizing leagues, types of leagues, and types of tournaments. " - Students will be able to use terminology related to organizing leagues, types of leagues, and types of tournaments. - Students will be able to identify an example of how sports play a role our culture. - Students will be able to compare similarities and differences of sports within our history and other cultures. - Students will be able to analyze the historical and cultural role of sports. - Students will be able to demonstrate they can participate safely in daily class activities. - Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities. - Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities. - Students will be able to demonstrate they value physical activity through daily participation in class activities.



Archery	Duration: 1-2 Weeks
Unit Objectives: PE.S1.H7 Target Games: Striking, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment PE.S5.H4 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to use compound bow, following the 7 steps to shooting a bow.</li><li>- Students will be able to demonstrate competency in using a compound bow, while following the 7 steps to shooting a bow correctly.</li><li>- Students will be able to identify terminology associated with archery including: equipment, rules, and steps to shooting a bow.</li><li>- Students will be able to identify and follow appropriate safety rules and protocols, while participating in archery. "</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</li></ul>

Kubb	Duration: 2 Weeks
<p>Unit Objectives: PE.S1.H6 Target Games: Throwing, PE.S2.H1 Movement Concepts, Principles, and Knowledge, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate correct baton throwing technique.</li> <li>- Students will be able to apply correct baton throwing technique during game play.</li> <li>- Students will be able to create and implement a practice plan designed to improve their Kubb skills.</li> <li>- Students will be able to identify correct force, motion, and rotation while throwing batons and kubbs.</li> <li>- Students will be able to use correct force, motion, and rotation while throwing batons and kubbs during game play.</li> <li>- Students will be able to identify terminology associated with Kubb including: equipment, rules, and skills.</li> <li>- Students will be able to use Kubb strategies, including adjusting speed, force, trajectory, and angles, during game play.</li> <li>- Students will be able to assess the implementation of Kubb strategies, during game play.</li> <li>- Students will be able to assess the effectiveness of the Kubb strategies and make modifications appropriately.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</li> </ul>

Spikeball	Duration: 2 Weeks
<p>Unit Objectives: PE.S1.H5 Net/Wall Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H7 Net/Wall Games: Creating Space, PE.S2.H8 Net/Wall Games: Use of Tactics and Shots, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <p>-Students will demonstrate proficiency in:</p> <ul style="list-style-type: none"> <li>- Serving a spikeball.</li> <li>- Hitting a spikeball.</li> <li>- Passing a spikeball."</li> </ul> <p>- Students will be able to identify terminology associated with Spikeball including: equipment, rules, and skills.</p> <p>- Students will be able to demonstrate how to use spacing and positioning during a spikeball game.</p> <p>- Students will be able to demonstrate how to use different types of tactics and shots during a spikeball game.</p> <p>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</p> <p>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</p> <p>- Students will be able to demonstrate they value physical activity through daily participation in class activities.</p>

<p>Studio Fitness</p>	<p>Duration: 9 Weeks</p>
<p>Unit Objectives: PE.S1.H1 Dance and Rhythms, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S3.H1 Physical Activity Knowledge, PE.S3.H4 Physical Activity Knowledge, PE.S3.H5 Physical Activity Planning, PE.S3.H6 Fitness Knowledge, PE.S3.H9 Fitness Knowledge: Cardio-respiratory, PE.S3.H10 Assessment and Program Planning PE.S3.H13 Stress Management, PE.S3.H14 Knowledge Application, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H1 Health and Well-Being, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H4 Self-expression and Enjoyment</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to evaluate which dance forms improve their fitness levels.</li> <li>-Students will be able to demonstrate one of the fitness dances taught in the unit.</li> <li>-Students will create a fitness-based dance and teach to the class.</li> <li>-Students will be able to define and identify daily unit terminology related to fitness and exercise.</li> <li>-Students are able to identify personal benefits of being physically active through journaling.</li> <li>-Students will be able to plan and implement a personal fitness program.</li> <li>-Students will be able to locate 2 Fitness Studios in the community they would be interested in participating in.</li> <li>-Students will participate in a physical fitness activity of their choice outside of school day.</li> <li>-Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li> <li>-Students will be able to identify and recognize the positive impact of participating in lifetime fitness activities.</li> <li>-Students will be able to analyze the positive outcomes of being fit and understand the negative impacts of a sedentary body.</li> <li>-Students are able to identify what physical activities that they enjoy that improve their overall well-being.</li> <li>Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class workouts.</li> <li>-Students will be able to describe positive feelings that result from participation in physical activity alone and with others.</li> <li>Students will be able to create and modify a dance or activity for the class.</li> <li>-Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during field trips or guest instructors.</li> <li>-Student will be able to participate and modify an activity within the community.</li> </ul>

Course Name: PE Grade 10-12 Team Sports

Created:

Revised:

Invasion Games	Duration: 2 Weeks/Unit
Unit Objectives: PE.S1.H2 Invasion Games: Throwing, PE.S1.H3 Invasion Games: Catching, PE.S1.H4 Invasion Games: Passing and Receiving, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H4 Invasion Games: Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to demonstrate proficiency in throwing skills for 1 or more indoor invasion games.</li><li>or</li><li>- Students will be able to demonstrate proficiency in throwing skills for 2 or more outdoor invasion games."</li><li>- Students will be able to apply throwing skills in 1 or more indoor invasion games, during regulation game play.</li><li>or</li><li>- Students will be able to apply throwing skills in 2 or more outdoor invasion games, during regulation game play."</li><li>- Students will be able to demonstrate proficiency in catching skills for 1 or more indoor invasion games.</li><li>or</li><li>- Students will be able to demonstrate proficiency in catching skills for 2 or more outdoor invasion games."</li><li>- Students will be able to apply catching skills in 2 or more indoor invasion games, during regulation game play.</li><li>or</li><li>- Students will be able to apply catching skills in 2 or more outdoor invasion games, during regulation game play."</li><li>- Students will be able to demonstrate proficiency in passing and receiving for 2 or more indoor invasion games.</li><li>or</li><li>- Students will be able to demonstrate proficiency in passing and receiving for 2 or more outdoor invasion games."</li><li>- Students will be able to apply passing and receiving in 2 or more indoor invasion games, during regulation game play.</li><li>or</li><li>- Students will be able to apply passing and receiving for 2 or more outdoor invasion games, during regulation game play."</li><li>- Students will be able to define and identify terminology associated with each invasion games including: equipment, rules, skills, and general offense vs. defense strategy.</li><li>- Students will be able to use tactical defensive and offensive strategies during regulation game play of each invasion game taught.</li><li>- Students will be able to analyze tactical defensive and offensive strategies, while observing other students during game play.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li></ul>

Striking and Fielding Games: Softball/Kickball	Duration: 1 Week/Unit
Unit Objectives: PE.S1.H8 Fielding and Striking Games, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S2.H10 Fielding and Striking Games: Offensive and Defensive Strategies, PE.S2.H11 Fielding and Striking Games: Reducing Space, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H3 Self-expression and Enjoyment	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate competency in kicking ball that is pitched to them.</li> <li>- Students will be able to demonstrate competency in hitting a pitched ball with a bat."</li> <li>- Students will be able to define and identify terminology associated with striking and fielding games including: equipment, rules, skills, and general offense vs. defense strategy.</li> <li>- Students will be able demonstrate effective tactical offensive strategies in at least one striking and fielding game.</li> <li>- Students will be able to demonstrate effective tactical defensive strategies in at least one striking and fielding game."</li> <li>- Students can apply appropriate placement when striking an object on offense.</li> <li>- Students can model appropriate coverage strategies on defense.</li> <li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> </ul>

Course Name: PE Grade 10-12 Team Sports

Created:

Revised:

Sport Education	Duration: 2 Weeks
Unit Objectives: PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H3 Movement Concepts, Principles, and Knowledge, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S5.H1 Health and Well-Being, PE.S5.H3 Self-expression and Enjoyment, PE.S5.H5 Social Interaction	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to identify correct terminology related to performing their team job (i.e. coach, referee, announcer, stats, media, etc.).</li><li>- Students will be able to identify and explain at least one example of a role, which someone could assume on a sports team (i.e. coach, referee, announcer, stats, media, etc.).</li><li>- Students will be able to analyze the role of sport and how it impacts our culture.</li><li>- Students will be able to demonstrate the ability to follow unit procedures, protocols, and respect for others during all physical activities.</li><li>- Students will be able to use communication skills and strategies to do their team sport job/ role correctly.</li><li>- Students will be able to identify at least one positive mental, social, and emotional aspect of participating in a team sport model of physical education.</li><li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li><li>- Students will be able to identify verbal, physical, and environmental cues to help and encourage others to participate in team sports.</li></ul>

<p>Totally Fit Wellness</p>	<p>Duration: 1-2 Weeks/Unit</p>
<p>Unit Objectives: PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S3.H7 Fitness Knowledge, "PE.S3.H10.L1 Analyze current personal and social wellbeing to create a plan to enhance or maintain at least two health-enhancing concepts.", PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S3.H11 Assessment and Program Planning, PE.S3.H6 Fitness Knowledge, PE.S3.H8 Fitness Knowledge, PE.S3.H9 Fitness Knowledge: Cardio-respiratory, PE.S3.H1 Physical Activity Knowledge, PE.S3.H8 Fitness Knowledge, PE.S3.H9 Fitness Knowledge: Cardio-respiratory, PE.S3.H11 Assessment and Program Planning, PE.S3.H1 Physical Activity Knowledge, PE.S3.H12 Nutrition, PE.S3.H2 Physical Activity Knowledge, PE.S3.H1 Physical Activity Knowledge, PE.S5.H1 Health and Well-Being, PE.S3.H4 Physical Activity Knowledge, PE.S3.H5 Physical Activity Planning, PE.S4.H4 Self-Management: Goal Setting</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to define and identify daily unit terminology related to fitness and exercise.</li> <li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li> <li>-Students will be able to identify:             <ul style="list-style-type: none"> <li>- General safety rules of a weight room</li> <li>- Best etiquette practices in a fitness center</li> <li>- Basic spotting technique of fundamental exercises</li> <li>- Injury prevention practices while engaging in fitness-based exercise"</li> </ul> </li> <li>-Students will be able to demonstrate:             <ul style="list-style-type: none"> <li>- Ability to follow procedures and protocols in the weight room</li> <li>- Respect for others"</li> <li>- Students will be able to identify the 5 health-related fitness components and give examples of each.</li> <li>- Students will be able to demonstrate appropriate technique during daily workouts.</li> <li>- Students will be able to define muscular strength and muscular endurance and give examples.</li> <li>- Students will be identify how to train for muscular strength vs. muscular endurance."</li> <li>- Students will be able to compare and contrast the advantages and disadvantages of different types of training and types of equipment.</li> <li>-Students will be able to identify:             <ul style="list-style-type: none"> <li>- Major muscle groups in the body.</li> <li>- Basic functions of each major muscle.</li> <li>- Basic actions of each major muscle group.</li> <li>- Examples of exercises targeted for each major muscle group.</li> </ul> </li> <li>-Students will be able to compare and contrast:             <ul style="list-style-type: none"> <li>- The difference between slow twitch and fast twitch muscle fibers.</li> <li>- Muscular hypertrophy and atrophy and explain how strength training impact the body over time."</li> </ul> </li> <li>-Students will be able to identify:             <ul style="list-style-type: none"> <li>- Different types of flexibility related exercise</li> <li>- The importance of having flexibility</li> </ul> </li> <li>-Students will be able to define DOMS explain the process of soreness.</li> <li>-Students will be able to list examples of how to reduce soreness."</li> <li>-Students will be able to compare and contrast aerobic vs. anaerobic endurance and training.</li> <li>-Students will be able to identify:             <ul style="list-style-type: none"> <li>- Different ways to measure cardiovascular endurance</li> <li>- The importance of cardiovascular endurance</li> </ul> </li> <li>-Students will be able to define and calculate resting heart rate, max heart rate, and target heart rate"</li> <li>- Students will be able to define and calculate target heart rate.</li> <li>- Students will be able to identify heart rate zones.</li> <li>- Students will be able to calculate their own target heart rate and heart rate zones. "</li> <li>-Students will be able to define:             <ul style="list-style-type: none"> <li>- Body composition and identify the importance of a healthy body composition.</li> <li>- BMI</li> <li>- The 3 different body types.</li> </ul> </li> </ul> </li></ul>



- Students will be able to compare and contrast valid vs. invalid ways to determine body composition.
- Students will be able to calculate their own BMI."
- Students will be able to define isometric, concentric, and eccentric muscle contractions.
- Students will be able to analyze, compare, and contrast isometric, concentric, and eccentric muscle contractions.
- Students will be able identify when a muscle is isometrically, concentrically, and eccentrically contracting, while performing a given exercise.
- Students will be able to define and apply the terms: set, rep, rest, superset, compound set, and tempo.
- Students will be able to define the following fitness principles: SPORT, FITT, HITT, and SAID.
- Students will be able to apply the following fitness principles: SPORT, FITT, HITT, and SAID, to a fitness program.
- Students will be able to analyze and apply the following fitness principles: SPORT, FITT, HITT, and SAID, to a fitness program as they relate to the 5 health-related fitness components.
- Students will be able to identify how physical activity, nutrition, and body composition play a role in lifetime wellbeing and productivity.
- Students will be able to categorize macro vs. micro nutrients.
- Students will be able to define macro nutrients.
- Students will be able to identify which foods beneficial for pre-workout and post-workout.
- Students will be able to identify the pros and cons to healthy eating as a part of a fitness plan."
- Students will be able to compare and contrast healthy vs. unhealthy eating plans.
- Students will be able to define and identify a fad diet."
- Students will be able to analyze technology and social media as healthy enhancing tools and potentially unhealthy products.
- Students will be able to apply at least one technology tool to a fitness workout."
- Students will be able to evaluate the validity of claims made by commercial products and programs related to health and fitness.
- Students will be able to demonstrate the ability to make a healthy decision regarding commercial products and/or programs pertaining to health and/or fitness."
- Students will be able to list several benefits of living a physically active lifestyle.
- Students will be able to identify how regular physical activity relates to a productive lifestyle."
- Students will be able to identify how regular physical activity can have a positive effect on their mental, social, and emotional health.
- Students will be able to list:
  - Several reasons why physical activity has a positive impact on their body.
  - Several reasons why a sedentary lifestyle leads to unhealthy outcomes."
  - Students will be able to identify the risk and safety factors which may influence physical inactivity throughout life.
- Students will be able to analyze:
  - How life choices impact physical activity and health.
  - How economics, motivation, and accessibility impacts exercise and health habits.
  - Students will be able to define the SMART goal acronym and apply it a goal in health or fitness.
  - Students will be able to write a short-term SMART goal."

<p>Adventure Education, Ice Fishing, Snowshoeing, Winter Shelter Building, Camping, Archery</p>	<p>Duration: 2-3 Weeks/Unit</p>
<p>Unit Objectives: PE.S1.H7 Target Games: Striking, PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S2.H9 Target Games: Shot Selection, PE.S3.H1 Physical Activity Knowledge, PE.S3.H3 Physical Activity Knowledge, PE.S3.H12 Nutrition, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H3 Social Awareness, PE.S4.H5 Relationship Skills: Feedback, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S4.H7 Decision-making, PE.S5.H1 Health and Well-Being, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <p>-Students will be able to:</p> <ul style="list-style-type: none"> <li>- Use various techniques for snow shoeing such as stride, getting up and falling down</li> <li>- Move appropriately on ice.</li> <li>- Tie an appropriate knot for ice fishing.</li> <li>- Drill and clean an ice fishing hole.</li> <li>- Set up a portable ice fishing shelter. "</li> <li>- Students will be able to demonstrate competency in various techniques for snow shoeing such as stride, breaking trail, falling down and getting up, changing directions, ascending and descending.</li> <li>- Students will be able to explain and demonstrate the process of building their winter survival shelter."</li> <li>- Students will be able to identify terminology related to snowshoeing, Ice fishing, and winter camping.</li> <li>- Students will be able to use the correct terminology related to snowshoeing, ice fishing, winter camping, and shelter building, while physically participating in these activities.</li> <li>- Students will be able to identify cold related health problems associated with outdoor physical activities.</li> <li>- Students will be able to identify the primary reasons for cold related health problems."</li> <li>- Students will be able to dress appropriately for cold weather physical activities.</li> <li>- Students will be able to implement strategies to reduce exposure to the physical elements."</li> <li>- Students will be able to explain what to do in an emergency situation on how to respond to someone dealing with a cold related health problem.</li> <li>- Students will be able to create a meal plan prior to participating in a winter camping experience, that includes essentials for before, during and after the experience.</li> <li>- Students will be able to identify physical, emotional, environmental, and personal safety concerns, used during selected cold weather physical activity.</li> <li>- Students will be able to analyze the physical, emotional, environmental, and personal safety concerns of given environmental scenarios.</li> <li>- Students will be able to identify physical, emotional, environmental, and personal safety concerns, used during selected cold weather activity, and how to appropriately reduce the risks during participation.</li> <li>- Students will be able to create a risk plan for the physical, emotional, environmental, and personal safety concerns, used during a selected cold weather activity."</li> <li>- Students will demonstrate the ability to follow the full value contract.</li> <li>- Students will demonstrate respect for ALL classmates during adventure activities.</li> <li>- Students will be able to explain the role that respect had on the outcomes and goals of our class. Uses specific examples or experiences to support their feelings."</li> <li>- Students will demonstrate competency by examining how respect plays a role in the activities we did in class, and how that influenced their and others participation in the activities.</li> </ul>

- Students will be able to demonstrate competency by identifying their feelings about working with people of various abilities prior to starting this class, and how they interacted with individuals of various abilities prior to this class.
- Student will be able to demonstrate competency by describing if feelings or interactions have changed about people with various abilities and what they implemented that opposed perceived differences.
- Students will be able to demonstrate competency by writing about what they did "implemented" during this class to encouraged, and advocated for all of their classmates.
- Students will be able to demonstrate competency by analyzing a peer group assessment of their shelter and determine if changes need to be made.
- Students will be able to demonstrate competency by analyzing a peer group assessment of their shelter and make changes to their plans based on results.
- Students will be able to demonstrate competency by using communication to work through the physical, emotional, environmental, or personal struggles/challenges that the class encountered.
- Students will be able to demonstrate competency by analyzing the role they took in working through, or resolving these struggles or challenges, and how it impacted the outcome.
- Students will be able to demonstrate competency by, applying ways in which they used the skills they learned in this class, to work through similar situations outside of class.
- Students will be able to demonstrate competency by using the ABCDE's of problem solving, while planning their winter shelter, while considering the well-being of all.
- Students will be able to demonstrate competency by evaluating their winter shelter building plan, and analyze their progress to see what needs to be modified.
- Students will demonstrate competency by changing their winter shelter building plans after analysis and evaluation to meet the needs of the group.
- Students will demonstrate competency by identifying their personal or emotional barriers that they had coming into this class (These could be fears, emotions, physical etc.).
- Student will be able to demonstrate competency by:
  - Recognizing how they worked through their self-imposed limits or barriers.
  - Recognizing what supports helped them work through these barriers, or what support would have been helpful in overcoming these."

<p>Adventure Education, Rock Climbing, Ropes Course, Camping, Hiking</p>	<p>Duration: 2-3 Weeks/Unit</p>
<p>Unit Objectives: PE.S1.H9 Outdoor Pursuits/ Adventure Activities, PE.S2.H1 Movement Concepts, Principles, and Knowledge, PE.S2.H2 Movement Concepts, Principles, and Knowledge, PE.S3.H1 Physical Activity Knowledge PE.S3.H3 Physical Activity Knowledge, PE.S3.H12 Nutrition, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S4.H3 Social Awareness, PE.S4.H5 Relationship Skills: Feedback, PE.S4.H6 Relationship Skills: Conflict Resolution, PE.S4.H7 Decision-making, PE.S5.H1 Health and Well-Being, PE.S5.H2 Self-awareness / Self-management: Challenge and Growth Mindset, PE.S5.H4 Self-expression and Enjoyment, PE.S5.H5 Social Interaction</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>-Students will be able to demonstrate competency in:             <ul style="list-style-type: none"> <li>- Tying an appropriate primary climbing knot with a back-up (fisherman's knot).</li> <li>- Back-up belaying.</li> <li>-Performing a 1-to-1 belay (slingshot belay).</li> <li>- Performing a team belay</li> <li>- Using appropriate spotting technique.</li> <li>- Performing Safety Checks (BARK)</li> <li>- Performing Climbing Communication"</li> </ul> </li> <li>-Students will be able to demonstrate competency in:             <ul style="list-style-type: none"> <li>-Teaching a belay technique using (team belay, belay with a tuberstyle belay device, using a grigri).</li> <li>-Teach and explain (a self-selected knot).</li> <li>- Demonstrate / explain use of 4-1 haul system."</li> <li>- Students will be able to identify correct rope friction and rope management, while belaying.</li> <li>- Students will be able to identify terminology related to rock climbing and belay equipment.</li> <li>- Students will be able to identify the belay contract, appropriate climbing communication, and appropriate terminology while using the safety checks.</li> <li>- Students will be able to define and identify daily unit terminology."</li> <li>- Students will be able to use the correct terminology related to rock climbing and belay equipment.</li> <li>- Students will be able to use correct terminology related to the belay contract, appropriate climbing communication, and appropriate while using the safety checks."</li> <li>- Students will be able to identify weather related health concerns associated with outdoor physical activities.</li> <li>- Students will be able to identify the potential weather conditions for a one night and two-day camping trip and how that could impact their experience."</li> <li>- Students will be able to dress appropriately for forecasted weather.</li> <li>- Student will be able to implement strategies to minimize the risk of exposure to the weather by creating and implementing a plan for identified issues."</li> </ul> </li> <li>Students will be able to explain what to do in an emergency situation on how to respond to someone dealing with a weather-related health problem.</li> <li>-Students will be able to demonstrate competency by creating a group meal plan for a 2-day camping and rock-climbing trip, taking into account the amounts and needs of the group.</li> <li>- Students will be able to identify physical, emotional, environmental, and personal safety concerns, during rock climbing and adventure activities.</li> <li>- Students will be able to identify the essential items to be packed in a first aid kit.</li> <li>- Students will be able to identify the essential elements to include in a trip plan.</li> <li>- Students will be able to identify potential responses to an outdoor emergency."</li> <li>- Students will be able to analyze when group members/self-need assistance and modifying the activities or asking for assistance from the instructor.</li> </ul>

- Students will be able to recognize physical, environmental, emotional, or personal safety concerns and notify group members, staff, or emergency teams of any challenges or concerns."
- Students will be able to identify physical, emotional, environmental, and personal safety concerns, during a rock climbing and/or camping activity, and how to appropriately reduce the risks during participation.
- Students will be able to create a risk plan for the physical, emotional, environmental, and personal safety concerns, to be used during rock climbing/or camping activity."
- Students will demonstrate the ability to follow the full value contract.
- Students will demonstrate respect for ALL classmates during adventure activities.
- Students explains the role respect had on the outcomes and goals of our class. Used specific examples or experiences to support their feelings."
- Students will demonstrate competency by examining how respect plays a role in the activities we did in class and how that influenced their and others participation in the activities.
- Students will be able to demonstrate competency by identifying their feelings about working with people of various abilities prior to starting this class, and how they interacted with individuals of various abilities prior to this class.
- Student will be able to demonstrate competency by describing if feelings or interactions have changed about people with various abilities and what they implemented that opposed perceived differences.
- Students will be able to demonstrate competency by writing about what they did "implemented" during this class to encourage, and advocated for all of their classmates.
- Students will be able to demonstrate competency by analyzing a peer's knot tying and belays skills assessment to determine where improvements need to be made.
- Students will be able to demonstrate competency by analyzing a peer assessment and feedback and applying feedback to their learning processes.
- Students will be able to demonstrate competency by using communication to work through the physical, emotional, environmental, or personal struggles/challenges that the class encountered.
- Students will be able to demonstrate competency by analyzing the role they took in working through, or resolving these struggles or challenges, and how it impacted the outcome.
- Students will be able to demonstrate competency by, applying ways in which they used the skills they learned in this class, to work through similar situations outside of class.
- Students will be able to demonstrate competency by using the ABCDE's of problem solving, during problem solving activities, while considering the well-being of all.
- Students will be able to demonstrate competency by evaluating their progress during problem solving activities to see what needs to improved or modified.
- Students will demonstrate competency by changing their actions during problem solving activities after analysis and evaluation to meet the needs of the group.
- Students will demonstrate competency by identifying their personal or emotional barriers that they had coming into this class (These could be fears, emotions, physical etc.).
- "Students will be able to demonstrate competency by:
- Recognizing how they worked through their self-imposed limits or barriers.
- Recognizing what supports helped them work through these barriers, or what support would have been helpful in overcoming these."

<p>Weight Training</p>	<p>Duration: 1-2 Weeks/Unit</p>
<p>Unit Objectives: PE.S5.H3 Self-expression and Enjoyment, PE.S2.H2 Movement Concepts, Principles, and Knowledge PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S3.H6 Fitness Knowledge, PE.S3.H14 Knowledge Application, PE.S4.H1 Safety, PE.S4.H2 Social Awareness: Procedures and Protocols, PE.S3.H6 Fitness Knowledge PE.S4.H5 Relationship Skills: Feedback, PE.S3.H8 Fitness Knowledge, PE.S3.H7 Fitness Knowledge, PE.S3.H1 Physical Activity Knowledge, PE.S5.H1 Health and Well-Being, PE.S3.H1 Physical Activity Knowledge, PE.S3.H12 Nutrition, PE.S3.H1 Physical Activity Knowledge, PE.S3.H13 Stress Management, PE.S4.H1 Safety</p>	
<p>Priority Standards:</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p> <p><b>Standard 3:</b> The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.</p> <p><b>Standard 4:</b> The student will exhibit responsible personal and social behavior that respects self and others.</p> <p><b>Standard 5:</b> The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"> <li>- Students will be able to demonstrate the ability to participate in physical activity, at a health enhancing level, during daily class activities.</li> <li>- Students will be able to define and identify daily unit terminology related to fitness and exercise.</li> <li>- Students will be able to demonstrate the ability to follow procedures, protocols, and respect for others during daily workouts, and in the fitness environment.</li> <li>- Students will be able to demonstrate proper techniques, and form while using body weight exercises, resistance-training, and free weights.</li> <li>- The students will be able to demonstrate they can participate safely during weight training class activities.</li> <li>- The students will be able to demonstrate procedures, protocols, and respect for others, and teamwork while engaging in weight training class.</li> <li>- The student will be able to demonstrate proper techniques and form while using body weight exercises, resistance-training and free weights.</li> <li>- The students will be able to use feedback provided by peers to improve their technique or performance in resistance training exercises.</li> <li>- The students will be able to identify what muscles they are working while strength training, and the different muscle fiber types in weight training class.</li> <li>- The students will be able to create an individual strength training program that contains strength, endurance, and range of motion exercises.</li> <li>- The students will be able to identify physiological responses to the three energy systems, and what nutritional requirements that go to each energy system.</li> <li>- The students will be able to identify different exercises that go with each of the three energy systems. (ATP, glycolytic, aerobic)</li> <li>- The student will be able to explain that an active lifestyle can improve your chances of a more productive life.</li> <li>- The student will be able to understand the correlation between physical activity, nutrition, and body composition can enhance your lifetime wellbeing.</li> <li>- The student will be able to compare the differences between a physically active individual and someone who lives a sedentary lifestyle.</li> <li>- The student will be able to understand the correlation between physical activity, nutrition, and body composition can enhance your lifetime wellbeing.</li> <li>- The student will be able to compare and contrast different nutritional programs available.</li> <li>- The student will be able to explain that an active lifestyle can improve your chances of a more productive life.</li> <li>- The student will be able to understand the correlation between physical activity, nutrition, and body composition can enhance your recovery.</li> <li>- The student will be able recognize different stress management strategies.</li> <li>- The student will be able to demonstrate different stress management strategies.</li> <li>- Students will be able to identify different practices in muscle recovery and why it is important to keep your body safe.</li> </ul>

Course Name: Trails PE

Created:

Revised:

Units: Flag Football, Floor Hockey	Duration: 1-2 Weeks/Unit
<p>Unit Objectives: PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures.</p> <p>PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures.</p> <p>PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures.</p> <p>PE.S1.H4.L3 Create and implement a practice plan designed to develop and refine competency in passing and receiving skills, creating and reducing space, and defensive and offensive skills in two or more small-sided invasion games, including those from other cultures</p> <p>PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.</p> <p>PE.S2.H2.L2 Use terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.</p> <p>PE.S2.H2.L3 Apply the terminology to a practice plan associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately.</p> <p>PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities.</p>	
<p>Priority Standards:</p> <p><b>Standard 1:</b> The student will demonstrate competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2:</b> The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.</p>	<p>Learning Targets:</p> <ul style="list-style-type: none"><li>- Students will be able to show another student how to perform basic overhand throwing technique with a football.</li><li>- Students will be to show another student how to perform catching technique with a football.</li><li>- Students will be able to show another student how to pass and receive an object with a hockey stick.</li><li>- Students will be able to create and present a practice plan for one skill used in flag football.</li><li>- Students will be able to identify correct terminology related to flag football including: equipment, general rules, skills, and general offense vs. defense strategy, through their practice plan.</li><li>- Students will be able to use correct terminology related to flag football including, equipment, general rules, skills, and general offensive vs. defense, while presenting their practice plan.</li><li>- Students will be able to apply correct terminology related to flag football including, equipment, general rules, skills, and general offensive vs. defense, while others are engaged in their practice plan.</li></ul>

# Appendix A-Standards

## STANDARDS FOR Physical Education

Standards can be viewed at:

<https://dpi.wi.gov/sites/default/files/imce/standards/New%20pdfs/physical-education-standards.pdf>