| Semester 1 of 2 |  |  |  |  |  |
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| Unit Number: Title and Duration | Purpose | Priority Grade-Level Standards | Content Goals | Learner Outcomes | Resources and Materials |
| Unit 1: Process, Procedure, Safety, Rules, and Cooperative Games 3 weeks | Introducing proper safety, rules, procedures, and protocol to students for their PE course. <br> Introduction to cooperative games to establish a rapport in class and practice in working with others. | 6 - (S4.M7.6) Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. <br> (S4.M5.6) Cooperates with a small group of classmates during adventure activities, game play or teambuilding activities. <br> 7-(S4.M7.7) <br> Independently uses physical activity and exercise equipment appropriately and safely. <br> (S4.M5.7) Problemsolves with a small group of classmates during adventure activities, small-group initiatives, or game play. | Students will KNOW: <br> - Students will learn the general Safety expectations for PE. <br> - Students will learn the routines and procedures for PE. <br> - Students will learn to cooperate with others through game play. | Students will DO: <br> - Students will be able to demonstrate safety throughout PE units. <br> - Students will be able to perform the daily routines in PE. <br> - Students will successfully be able to cooperate in large and small groups through game play. | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |


|  |  | 8 - (S4.M7.8) <br> Independently uses physical activity and fitness equipment appropriately and identifies specific safety concerns associated with the activity. <br> (S4.M5.8) Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play. |  |  |  |
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| Unit 2: Volleyball 3 weeks | Introducing the students to skills, concepts, and strategies of Volleyball. To establish a hook for life-long fitness. | 6 - (S1.M12.6) <br> Performs a legal underhand serve with control for net/wall games such as badminton, volleyball or pickleball. <br> 7 - (S1.M12.7) <br> Executes consistently (at least 70 percent of the time) a legal underhand serve to a predetermined target for net/wall games such as badminton, | Students will KNOW: <br> - Students will learn to serve underhand and overhand through practice, tasks, and game play. | Students will DO: <br> - Students will successfully be able to serve over the net. <br> - Students will understand the rules and scoring of the game of volleyball. | PECentral, <br> https://www.pecentra <br> l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |


|  |  | volleyball or pickleball. <br> 8 - (S1.M12.8) <br> Executes consistently (at least 70 percent of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickleball. |  |  |  |
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| Unit 3: Handball 3 weeks | Introducing the students to skills, concepts, and strategies of Handball. To establish a hook for life-long fitness. | 6 - (S1.M5.6) Throws, while stationary, a leading pass to a moving receiver. <br> 7 -(S1.M5.7) Throws, while moving, a leading pass to a moving receiver. <br> 8 - (S1.M5.8) Throws a lead pass to a moving partner off a dribble or pass. | Students will KNOW: <br> - Students will learn to pass and receive while moving in practice, tasks, and game play. | Students will DO: <br> - Students will be able to successfully pass and catch while moving. | PECentral, <br> https://www.pecentra <br> l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |
| Unit 4: Floor Hockey 3 weeks | Introducing the students to skills, concepts, and strategies of Floor Hockey. To establish a | 6 -(S2.M1.6) Creates open space by using locomotor movements (e.g., walking, running, jumping and landing) in combination with | Students will KNOW: <br> - Students will learn to create open space through a variety of movements during | Students will DO: <br> - Students will be able to create open space with varied movements | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ |


|  | hook for life-long fitness. | movement (e.g., varying pathways; change of speed, direction or pace). <br> 7 -(S2.M1.7) Reduces Open Space by using locomotor movements (e.g., walking, running, jumping, and landing, changing size and shape of the body) in combination with movement concepts (e.g., reducing the angle in the space, reducing distance between player and goal). <br> 8 -(S2.M1.8) Opens and closes space during small-sided game play by combining locomotor movements with movement concepts. | practice, tasks, and game play. | during the games of Floor Hockey. | Plickers (used for summative assessment) |
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| Unit 5: Basketball 3 weeks | Introducing the students to skills, concepts, and strategies of Basketball. To | 6 - (S1.M8.6) Dribbles with dominant hand using a change of speed and direction in a variety of practice tasks. | Students will KNOW: <br> - Students will learn to consistently dribble a basketball with their dominant | Students will DO: <br> - Students will be able to consistently dribble with their dominant and | PECentral, https://www.pecentra l.org/ |


|  | establish a hook for life-long fitness. | 7 - (S1.M8.7) Dribbles with dominant and nondominant hands using a change of speed and direction in a variety of practice tasks. <br> 8 - (S1.M8.8) Dribbles with dominant and nondominant hands using a change of speed and direction in small-sided game play. | and non-dominant hand through a variety of practice, tasks, and game play. | nondominant hand. | PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |
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| Unit 6: Health - Drugs, Alcohol, and Addiction 3 weeks | Introducing the students to vocabulary, strategies, and knowledge of Drugs, Alcohol, and Addiction. | 5.8.1 Identify circumstances that can help or hinder healthy decision making. | Students will KNOW: <br> - Students will learn the lasting effects of drugs and alcohol on personal physical, mental, social, and emotional health. <br> - Students will learn how make healthful decisions surrounding drugs, alcohol, and addiction. | Students will DO: <br> - Students will be able to list the effects drugs and alcohol can have on your physical, mental, social, and emotional health. | Glencoe: Teen Health, Chapters 14, 15, and 16 |

## Semester 2 of 2

| Unit Number: Title and Duration | Purpose | Priority Grade-Level Standards | Content Goals | Learner Outcomes | Resources and Materials |
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| Unit 7: Process, Procedure, Safety, Rules, Cooperative Games 3 weeks | Re-introduction of proper safety, rules, procedures, and protocol to students for their PE course. <br> Re-introduction to cooperative games to establish a rapport in class and practice in working with others. | 6 - (S4.M7.6) Uses physical activity and fitness equipment appropriately and safely, with the teacher's guidance. <br> (S4.M5.6) Cooperates with a small group of classmates during adventure activities, game play or teambuilding activities. <br> 7 - (S4.M7.7) <br> Independently uses physical activity and exercise equipment appropriately and safely. <br> (S4.M5.7) Problemsolves with a small group of classmates during adventure activities, small-group initiatives, or game play. <br> 8 - (S4.M7.8) Independently uses physical activity and fitness equipment | Students will KNOW: <br> - Students will learn the general Safety expectations for PE. <br> - Students will learn the routines and procedures for PE. <br> - Students will learn to cooperate with others through game play. | Students will DO: <br> - Students will be able to demonstrate safety throughout PE units. <br> - Students will be able to perform the daily routines in PE. <br> - Students will successfully be able to cooperate in large and small groups through game play. | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |


|  |  | appropriately and identifies specific safety concerns associated with the activity. <br> (S4.M5.8) Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives, and game play. |  |  |  |
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| Unit 8: Badminton 3 weeks | Introducing the students to skills, concepts, and strategies of Badminton. To establish a hook for life-long fitness. | 6 - (S4.M6.6) Identifies the rules and etiquette for physical activities, games, and dance activities. <br> 7 - (S4.M6.7) <br> Demonstrates knowledge of rules and etiquette by selfofficiating modified physical activities and games or by following parameters to create or modify a dance. <br> 8 - (S4.M6.8) Applies rules and etiquette by acting as an official for modified physical activities and games | Students will KNOW: <br> - Students will learn the rules and scoring of Badminton. <br> - Students will learn to self-officiate single and double games of Badminton through round robin and tournament play. | Students will DO: <br> - Students will be able to score their own games of Badminton successfully with limited altercations with their opponent. | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |


|  |  | and creating dance routines within a given set of parameters. |  |  |  |
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| Unit 9: Lacrosse 3 weeks | Introducing the students to skills, concepts, and strategies of Lacrosse. To establish a hook for life-long fitness. | 6-(S1.M21.6) <br> Catches, with a mature pattern, from different trajectories using a variety of objects in varying practice tasks. <br> 7 -(S1.M21.7) Catches, with a mature pattern, from different trajectories using a variety of objects in small-sided game play. <br> 8 - (S1.M21.8) <br> Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play. | Students will KNOW: <br> - Students will learn to properly throw and catch using a Lacrosse stick through varied practices, tasks, and game play. | Students will DO: <br> - Students will be able to properly throw and catch a ball using a Lacrosse stick. | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |
| Unit 10: Soccer 3 weeks | Introducing the students to skills, concepts, and strategies of Soccer. | 6 -(S1.M10.6) Shoots on goal with power in a dynamic environment as | Students will KNOW: <br> - Students will learn to accurately shoot on goal using appropriate | Students will DO: <br> - Students will be able to accurately shoot on goal | PECentral, https://www.pecentra l.org/ |


|  | To establish a hook for life-long fitness. | appropriate to the activity. <br> 7 - (S1.M10.7) Shoots on goal with power and accuracy in smallsided game play. <br> 8 - (S1.M10.8) Shoots on goal with a longhandled implement for power and accuracy in modified invasion games such as hockey (floor, field, ice) or lacrosse. | power through a variety of practice, tasks, and game play. | using appropriate power. | PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |
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| Unit 11: Ultimate Frisbee 3 weeks | Introducing the students to skills, concepts, and strategies of Ultimate Frisbee. To establish a hook for life-long fitness. | 6-(S1.M11.6) Maintains defensiveready position, with weight on balls of feet, arms extended and eyes on midsection of the offensive player. <br> 7 - (S1.M11.7) Slides in all directions while on defense without crossing feet. <br> 8 - (S1.M11.8) Dropsteps in the direction of the pass during player-to-player defense. | Students will KNOW: <br> - Students will learn to defend stationary and moving offensive players with efficient skills through practice, tasks, and game play. | Students will DO: <br> - Students will be able to defend a stationary or moving opponent using a variety of locomotor movements. | PECentral, https://www.pecentra l.org/ <br> PhysEd Games, https://physedgames. com/ <br> Plickers (used for summative assessment) |


| Unit 12: Health - <br> Conflict Resolution, <br> Dating and Relationships, Puberty and Diseases <br> 3 weeks | Introducing the students to vocabulary, strategies, and knowledge of Conflict Resolution, Dating and Relationships, Puberty and Diseases. | 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health. | Students will KNOW: <br> - Students will learn to effectively use conflict resolution strategies. <br> - Students will learn the effects Puberty has on their physical, mental, social, and emotional wellness. <br> - Students will learn the differences between communicable and noncommunicable diseases. | Students will DO: <br> - Students will be able to understand their preferred conflict resolution strategy. <br> - Students will be able to differentiate their conflict resolution strategies according to different situations. <br> - Students will be able to identify what is happening in their body through puberty. <br> - Students will be able to differentiate between communicable and noncommunicable diseases and their symptoms. <br> - Students will be able to list how to prevent communicable and non- | Glencoe: Teen Health, Chapters 1, 2, 4, 7, 11, and 18 |
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|  |  |  | communicable <br> diseases. |  |
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