

Curriculum Development Course at a Glance  
 Planning for Kindergarten Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	Kindergarten
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate competency in selected motor skills:	PE09-GR.K-S.1-B.1	
	2. Demonstrate competency in selected non-motor patterns:	PE09-GR.K-S.1-B.2	
	3. Demonstrate competency in selected skills utilizing age- appropriate equipment:	PE09-Gr.K-S.1-B.3	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate concepts of body, effort, space and relationships in movement:	PE09-GR.K-S.2-B.1	
	2. Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex situations:	PE09-GR.K-S.2-B.2	
	3. Demonstrate critical elements of fundamental and specialized movement skills:	PE09-GR.K-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. Select and participate regularly in health-related physical activities for enjoyment:	PE09-GR.K-S.3-B.1	
	2. identify the benefits gained from regular physical activity:	PE09-GR.K-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. Match different types of physical activities with health-related physical fitness components:	PE09-GR.K-S.4-B.1	
	2. participate in moderate to vigorous physical activities in a variety of settings:	PE09-GR.K-S.4-B.2	
	3. Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	PE09-GR.K-S.4-B.3	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. utilize safety principles in physical activity settings:	PE09-GR.K-S.5-B.1	
	2. work cooperatively and productively with a partner or small group:	PE09-GR.K-S.5-B.2	
	3. recognize the influence of peer pressure and identify ways of resolving conflict	PE09-GR.K-S.5-B.3	
	4. work independently and on-task for short periods of time:	PE09-GR.K-S.5-B.4	
	5. recognize classroom and activity rules; grades K-4 performance standards:	PE09-GR.K-S.5-B.5	
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>			

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	1. explore cultural/ethnic self-awareness through participation in physical activity:	PE09-GR.K-S.6-B.1
	2. recognize the talents that individuals with differences can bring to group activities:	PE09-GR.K-S.6-B.2
	3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins	PE09-GR.K-S.6-B.3
	4. recognize how the media, particularly advertising, influences the perception of ideal body types:	PE09-GR.K-S.6-B.4
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. identify physical activities that are enjoyable:	PE09-GR.K-S.7-B.1
	2. practice physical activities to increase skills:	PE09-GR.K-S.7-B.2
	3. demonstrate interaction with others while participating in physical activities	PE09-GR.K-S.7-B.3
	4. use physical activity as a measure of self-expression:	PE09-GR.K-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for Kindergarten Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
How I Move	10 weeks	1
I'm Helpful	6 weeks	2
How I Move Objects	10 weeks	3
I'm Healthy	10 weeks	4

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

Focus Title	How I Move		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>			
	PE09-GR.k-S.1-B.1-PS.1	travel in a variety of locomotor patterns (i.e., walk, hop, skip, jump, gallop, slide, leap, etc.) using mature form		
	PE09-GR.k-S.1-B.2-PS.1	roll sideways and forwards without hesitating or stopping using control		
	PE09-GR.k-S.2-B.1-PS.1	travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.)		
	<b>Non-Assessed Performance Standards</b>			
	PE09-GR.k-S.1-B.1-PS.2	demonstrate skills of chasing, fleeing and dodging to avoid others		
	PE09-GR.k-S.1-B.1-PS.3	demonstrate smooth transitions between sequential motor skills (i.e., running into a jump)		
	PE09-GR.k-S.1-B.2-PS.2	balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts		
	PE09-GR.k-S.1-B.2-PS.3	form round, narrow, wide and twisted body shapes alone and with a partner		
	PE09-GR.k-S.2-B.1-PS.2	place a variety of body parts into high, medium and low levels		
	PE09-GR.k-S.2-B.2-PS.1	use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling		
	PE09-GR.k-S.2-B.2-PS.2	recognize similar movement concepts in a variety of skills		
	PE09-GR.k-S.2-B.3-PS.1	repeat cue words for selected motor skills and demonstrate/explain what is meant by each		

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

	PE09-GR.k-S.3-B.2-PS.1	experience and recognize different types of physical activities and their healthful benefits
	PE09-GR.k-S.5-B.1-PS.2	recognize that personal space and emotional safety will be protected
	PE09-GR.k-S.6-B.1-PS.1	articulate cultural/ethnic self- awareness through written, oral or physical expression
	PE09-GR.k-S.7-B.2-PS.1	willingly try new activities

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

<b>Activites:</b>		
Locomotor Skills, Levels and Directions; *The Bunny Trail, Simon says; *Monkey See, Monkey Do; *Turtles, Dogs and Elephants	Yoga; *Static Balances; *Beanbag Balances; Yoga bingo, Twister	Orientation and Personal Space; *Keep It Up
Chasing and Fleeing; tag games -*Cat and Mice; *Stuck-In-The-Mud; *Cookie Monster Tag, Asst. tag games	Gymnastics Unit	Relay games
Asst. games/activities	Obstacle Course; *Volcano!	Cultural/ethnic dances (Zumba style dances, etc.) Cultural/ethnic Games/activities (limbo, etc.); Wii dance videos dance cues
Cardio games/activities, speed/strength building activities that can be done in and out of school to increase overall health as well as Fitnessgram performance.	*General Space and Creative Moves;	*Parachute

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>There are different locomotor movements</li> <li>Keeping personal space is safe</li> <li>Recognize movement concepts</li> <li>The steps to perform an egg and forward roll</li> </ul>	<ul style="list-style-type: none"> <li>Perform different locomotor movements</li> <li>Demonstrate safe body and spacial awareness around others</li> <li>Demonstrate movement concepts in a variety of skills</li> <li>Perform an egg and forward roll</li> </ul>

<b>Instructional Resources:</b>	Spark Building a Foundation: Lesson 1-pgs. 1-3; Lesson 2-pgs.5-7; Lesson 3-pgs.9-11 ; Lesson 12-pgs.43-45; SPARK Balance, Stunts and tumbling: pgs.1-18 SPARK Games: pg.1,9; SPARK Parachutes: pgs.1-20 *P.E. Central, Yoga Pretzels; Yoga bingo game, Twister game, You Tube Wii dance videos
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

Focus Title	I'm Helpful	Length of Focus	6 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>		
	PE09-GR.k-S.5-B.2-PS.1	invite a peer to take his turn at a piece of apparatus before repeating turn	
	<b>Non-Assessed Performance Standards</b>		
	PE09-GR.k-S.2-B.3-PS.2	refine movement errors in response to positive information and corrective information feedback	
	PE09-GR.k-S.2-B.3-PS.3	demonstrate the application of critical cues in selected motor skills	
	PE09-GR.k-S.2-B.3-PS.4	accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student	
	PE09-GR.k-S.5-B.2-PS.2	assist partner by sharing observations about skill performance during practice	
	PE09-GR.k-S.5-B.3-PS.1	demonstrate the elements of socially acceptable conflict resolution	
	PE09-GR.k-S.5-B.3-PS.2	demonstrate effective communication skills	
	PE09-GR.k-S.6-B.2-PS.1	work productively with a variety of partners	
	PE09-GR.k-S.6-B.3-PS.1	accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.)	
	PE09-GR.k-S.7-B.3-PS.2	cooperate and share with partners in physical activities	

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

	PE09-GR.k-S.7-B.4-PS.1	create movement sequences that are personally interesting and satisfying
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**Curriculum Development Overview  
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<b>Activites:</b>		
Line Boogie	Simon says, relay & tag games with cues, Wii dance videos dance cues	Pair and share, video partner and analyze together
Partner or small group activities	Class rules & consequences chart. Kelso's choices	"I" statements
All Activities, Willing and able to work in designated student groups.	Create a new game/dance based on a previously learned game by changing or incorporating a new rule, movement, etc.	Grouping and making bridges
Free Dance	Sportsmanship Unit	Showtime

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>There are differences between motor and manipulative skills A few elements/strategies for effective communication and conflict resolution Sharing, cooperating and taking turns is socially acceptable</p>	<p>Recognize the difference between motor and manipulative skills Demonstrate elements for effective communication and conflict resolution Demonstrate sharing, cooperating and taking turns</p>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulatives: Twist and Turn/end and Stretch-pgs.5-6; Line Boogie-pgs.9-10; Showtime-pgs.25-26. SPARK Building a Foundation: Lesson 10- pgs.37-40;
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for Kindergarten Physical Education**

Focus Title	How I Move Objects		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Non-Assessed Performance Standards			
	PE09-GR.k-S.1-B.3-PS.1	repeatedly jump a self-turned rope and a rope turned by others		
	PE09-GR.k-S.1-B.3-PS.2	continuously dribble a ball, using hands or feet, without losing control		
	PE09-GR.k-S.1-B.3-PS.3	receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.)		
	PE09-GR.k-S.5-B.1-PS.1	use space and equipment safely and properly		
	PE09-GR.k-S.5-B.4-PS.1	demonstrate independent work habits during short-term activity		
	PE09-GR.k-S.5-B.5-PS.1	consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all		
	PE09-GR.k-S.5-B.5-PS.2	distinguish between compliance and non-compliance with game rules and fair play		
	PE09-GR.k-S.5-B.5-PS.3	accept consequences of personal choices		
	PE09-GR.k-S.7-B.1-PS.1	identify several individual and dual physical activities that they find personally enjoyable		
	PE09-GR.k-S.7-B.2-PS.2	continue to participate when not successful on the first attempt		
	PE09-GR.k-S.7-B.3-PS.1	celebrate personal successes and achievements and those of others		

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<b>Activites:</b>		
Free practice time,	Relay games, Dribble Knockout, dribble relays	Volleying and Striking Introduction; *Keep It Up; *; Free practice time, Wall Ball, Badminton,
Golden Sneaker Award, Class rules & consequences chart. Sportsmanship Unit. During all P.E. activities	Scarf exploration, Scarf Juggling Lead-up	Beanbag Exploration
Hoops	Soccer skills unit	Balloon Volleyball, Balloon Round-Up
Jump Rope for Heart Unit	Throwing/catching unit	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>The steps to successful rope jumping</li> <li>The steps to successful manipulative skills</li> <li>The classroom/game rules</li> <li>Practice makes competent movers</li> </ul>	<ul style="list-style-type: none"> <li>attempt rope jumping</li> <li>attempt receiving and sending objects</li> <li>Follow classroom/game rules</li> <li>Taking responsibility for ones actions</li> </ul>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulative: pgs. 1-6; 15-20: SPARK Throwing and Catching: pgs.1-28; 43-44: SPARK Kicking and Trapping: pgs.1-29: SPARK Dribbling, Volleying and Striking: pgs.1-26.
<b>assessment:</b>	
<b>Equipment:</b>	

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Focus Title	I'm Healthy		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.k-S.4-B.1-PS.1	recognize that health-related physical fitness consists of several components		
	Non-Assessed Performance Standards			
	H09-GR.k-S.1-B.1-PS.1	describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, <b>nutrition</b> , personal hygiene, personal safety)		
	H09-GR.k-S.2-B.1-PS.3	recognize health-promoting products and services (e.g., food choices, community services, physical activity)		
	H09-GR.k-S.3-B.4-PS.1	identify ways to improve or maintain personal health in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke)		
	H09-GR.k-S.4-B.4-PS.1	list health messages that families give in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities)		
	H09-GR.k-S.5-B.2-PS.1	list characteristics of behaviors that are healthy		
	H09-GR.k-S.5-B.2-PS.2	identify actions to help friends make healthy decisions		
	PE09-GR.k-S.3-B.1-PS.1	engage in moderate to vigorous physical activity most days of the week		
	PE09-GR.k-S.3-B.1-PS.2	participate regularly in a variety of non-structured and minimally-organized physical activities outside of physical education class (i.e., ball play, tag, hide and seek, skipping, etc.)		
	PE09-GR.k-S.4-B.1-PS.2	identify activities designed to improve health-related fitness components		

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	PE09-GR.k-S.4-B.2-PS.1	participate in a variety of games and activities that increase respiration and heart rate
	PE09-GR.k-S.4-B.2-PS.2	demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands
	PE09-GR.k-S.4-B.2-PS.3	sustain activity for increasingly longer periods of time
	PE09-GR.k-S.4-B.3-PS.1	recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity
	PE09-GR.k-S.4-B.3-PS.2	recognize personal strengths and weaknesses based on participation in various physical activities
	PE09-GR.k-S.6-B.4-PS.1	identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type

**Curriculum Development Overview  
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<b>Activites:</b>		
Discuss various activities that students could play outside of the class setting alone and with friends (e.g. hopscotch, tag, hide-and-seek, etc).	Fitnessgram activities (President’s Council on Physical Fitness Test)	*Obstacle Course; *Power Ball; *Scooter Tag/Scooter Races; *Crazy Cones; Tag games, speed races, dancing
Heart Healthy Relay	Climbing ropes, rock wall, ladder cross, monkey bars	Discussion about heart rate, sweating, breathing rate, exhaustion;
Oxygen boogie	Use playground equipment, engage in games/activities that have been taught in P.E. (jump rope, basketball, soccer, tag games, pullups, etc.)	Circuits
Food group Speedway	Musical Food Groups	Bone Health Tag

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify two ways to maintain personal health (PA and Nutrition) Recognize that health-related physical fitness consists of several components Recognize physiological signs and benefits associated with health-related physical fitness	Explain to others two ways to maintain health (PA and Nutrition) List characteristic of behaviors that are healthy Engage in all components of physical fitness Sustain activities for health-related physical fitness for longer periods of time

<b>Instructional Resources:</b>	Five for Life Basic- Section 1-pg 1.20, pg.1.45, pg. 1.81. Section 2-pg.2.15, pg.2.17. Section 3- pg.3.7. SPARK Games: pgs.3-4; 13-14; 29-30. Fitnessgram (PCPFT)
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for 1<sup>st</sup> Grade Physical Education



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Content Area	Physical Education	Grade Level	1 <sup>st</sup> Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate competency in selected motor skills:	PE09-GR.1-S.1-B.1	
	2. Demonstrate competency in selected non-motor patterns:	PE09-GR.1-S.1-B.2	
	3. Demonstrate competency in selected skills utilizing age- appropriate equipment:	PE09-Gr.1-S.1-B.3	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate concepts of body, effort, space and relationships in movement:	PE09-GR.1-S.2-B.1	
	2. Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex situations:	PE09-GR.1-S.2-B.2	
	3. Demonstrate critical elements of fundamental and specialized movement skills:	PE09-GR.1-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. Select and participate regularly in health-related physical activities for enjoyment:	PE09-GR.1-S.3-B.1	
	2. identify the benefits gained from regular physical activity:	PE09-GR.1-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. Match different types of physical activities with health-related physical fitness components:	PE09-GR.1-S.4-B.1	
	2. participate in moderate to vigorous physical activities in a variety of settings:	PE09-GR.1-S.4-B.2	
	3. Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	PE09-GR.1-S.4-B.3	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. utilize safety principles in physical activity settings:	PE09-GR.1-S.5-B.1	
	2. work cooperatively and productively with a partner or small group:	PE09-GR.1-S.5-B.2	
	3. recognize the influence of peer pressure and identify ways of resolving conflict	PE09-GR.1-S.5-B.3	
	4. work independently and on-task for short periods of time:	PE09-GR.1-S.5-B.4	
	5. recognize classroom and activity rules; grades K-4 performance standards:	PE09-GR.1-S.5-B.5	
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>			

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Planning for 1<sup>st</sup> Grade Physical Education**

	1. explore cultural/ethnic self-awareness through participation in physical activity:	PE09-GR.1-S.6-B.1
	2. recognize the talents that individuals with differences can bring to group activities:	PE09-GR.1-S.6-B.2
	3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins	PE09-GR.1-S.6-B.3
	4. recognize how the media, particularly advertising, influences the perception of ideal body types:	PE09-GR.1-S.6-B.4
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. identify physical activities that are enjoyable:	PE09-GR.1-S.7-B.1
	2. practice physical activities to increase skills:	PE09-GR.1-S.7-B.2
	3. demonstrate interaction with others while participating in physical activities	PE09-GR.1-S.7-B.3
	4. use physical activity as a measure of self-expression:	PE09-GR.1-S.7-B.4



**Curriculum Development Course at a Glance  
Planning for 1<sup>st</sup> Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
How I Move	10 weeks	1
I'm Helpful	6 weeks	2
How I Move Objects	10 weeks	3
I'm Healthy	10 weeks	4

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

Focus Title	How I Move	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>		
	PE09-GR.1-S.1-B.2-PS.2	balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts	
	PE09-GR.1-S.2-B.1-PS.2	place a variety of body parts into high, medium and low levels	
	PE09-GR.1-S.1-B.1-PS.2	demonstrate skills of chasing, fleeing and dodging to avoid others	
	PE09-GR.1-S.2-B.2-PS.1	use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling	
	<b>Non-Assessed Performance Standards</b>		
	PE09-GR.1-S.1-B.1-PS.1	travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form	
	PE09-GR.1-S.1-B.2-PS.1	roll sideways and forwards without hesitating or stopping using control	
	PE09-GR.1-S.2-B.1-PS.1	travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.)	
	PE09-GR.1-S.1-B.1-PS.3	demonstrate smooth transitions between sequential motor skills (i.e., running into a jump)	
	PE09-GR.1-S.1-B.2-PS.3	form round, narrow, wide and twisted body shapes alone and with a partner	
	PE09-GR.1-S.2-B.2-PS.2	recognize similar movement concepts in a variety of skills	
	PE09-GR.1-S.2-B.3-PS.1	repeat cue words for selected motor skills and demonstrate/explain what is meant by each	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

	PE09-GR.1-S.3-B.2-PS.1	experience and recognize different types of physical activities and their healthful benefits
	PE09-GR.1-S.5-B.1-PS.2	recognize that personal space and emotional safety will be protected
	PE09-GR.1-S.6-B.1-PS.1	articulate cultural/ethnic self- awareness through written, oral or physical expression
	PE09-GR.1-S.7-B.2-PS.1	willingly try new activities

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

<b>Activites:</b>		
Locomotor Skills, Levels and Directions; *The Bunny Trail, Simon says; *Monkey See, Monkey Do; *Turtles, Dogs and Elephants;	Yoga; *Static Balances; *Beanbag Balances; Yoga bingo, Twister	Orientation and Personal Space; *Keep It Up
Chasing and Fleeing; tag games -*Cat and Mice; *Stuck-In-The-Mud; *Cookie Monster Tag, Asst. tag games	Gymnastics Unit	Relay games
*General Space and Creative Moves;	Obstacle Course; *Volcano!	Cultural/ethnic dances (Zumba style dances, etc.) Cultural/ethnic Games/activities (limbo, etc.); Wii dance videos dance cues
Cardio games/activities, speed/strength building activities that can be done in and out of school to increase overall health as well as Fitnessgram performance.	*Parachute	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Walk, hop, skip, jump, gallop, slide, leap and run are locomotor movements Keeping personal space is safe Recognize over, under, behind, alongside and through are movement concepts	Perform walk, hop, skip, jump, gallop, slide, leap and run Demonstrate safe body and spacial awareness around others Demonstrate movement concepts in a variety of skills

<b>Instructional Resources:</b>	Spark Building a Foundation: Lesson 1-pgs. 1-3; Lesson 2-pgs.5-7; Lesson 3-pgs.9-11; Lesson 4-pgs.13-15; Lesson 5-pgs. 17-19; Lesson 7-pgs.25-27; Lesson 12-pgs.43-45; SPARK Balance, Stunts and tumbling: pgs.1-18 SPARK Games: pg.1,9; SPARK Parachutes: pgs.1-20 *P.E. Central, Yoga Pretzels; Yoga bingo game, Twister game, You Tube Wii dance videos
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

Focus Title	I'm Helpful	Length of Focus	6 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>		
	PE09-GR.1-S.7-B.4-PS.1	create movement sequences that are personally interesting and satisfying	
	<b>Non-Assessed Performance Standards</b>		
	PE09-GR.1-S.5-B.2-PS.1	invite a peer to take his turn at a piece of apparatus before repeating turn	
	PE09-GR.1-S.2-B.3-PS.2	refine movement errors in response to positive information and corrective information feedback	
	PE09-GR.1-S.2-B.3-PS.3	demonstrate the application of critical cues in selected motor skills	
	PE09-GR.1-S.2-B.3-PS.4	accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student	
	PE09-GR.1-S.5-B.2-PS.2	assist partner by sharing observations about skill performance during practice	
	PE09-GR.1-S.5-B.3-PS.1	demonstrate the elements of socially acceptable conflict resolution	
	PE09-GR.1-S.5-B.3-PS.2	demonstrate effective communication skills	
	PE09-GR.1-S.6-B.2-PS.1	work productively with a variety of partners	
	PE09-GR.1-S.6-B.3-PS.1	accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.)	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

	PE09-GR.1-S.7-B.3-PS.2	cooperate and share with partners in physical activities
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**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

<b>Activites:</b>		
Grouping and Moving Together	Simon says, relay & tag games with cues, Wii dance videos dance cues	Pair and share, video partner and analyze together
Partner or small group activities	Class rules & consequences chart. Kelso's choices	"I" statements
All Activities, Willing and able to work in designated student groups.	Create a new game/dance based on a previously learned game by changing or incorporating a new rule, movement, etc.	Grouping and making bridges
Free Dance	Sportsmanship Unit	Showtime

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>How to incorporate movements and transitions' to create a sequence            A few elements/strategies for effective communication and conflict resolution            Sharing, cooperating and taking turns is socially acceptable</p>	<p>Create a movement sequence that combines movements and transitions.            Demonstrate elements for effective communication and conflict resolution            Demonstrate sharing, cooperating and taking turns</p>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulatives: Twist and Turn/end and Stretch-pgs.5-6; Line Boogie-pgs.9-10; Showtime-pgs.25-26. SPARK Building a Foundation: Lesson 10- pgs.37-40; Lesson 11-pgs. 41-42.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

Focus Title	How I Move Objects		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>			
	PE09-GR.1-S.1-B.3-PS.1	repeatedly jump a <b>self-turned rope</b> and a rope turned by others		
	PE09-GR.1-S.1-B.3-PS.2	continuously dribble a ball, using hands or feet, without losing control		
	<b>Non-Assessed Performance Standards</b>			
	PE09-GR.1-S.1-B.3-PS.3	receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.)		
	PE09-GR.1-S.5-B.1-PS.1	use space and equipment safely and properly		
	PE09-GR.1-S.5-B.4-PS.1	demonstrate independent work habits during short-term activity		
	PE09-GR.1-S.5-B.5-PS.1	consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all		
	PE09-GR.1-S.5-B.5-PS.2	distinguish between compliance and non-compliance with game rules and fair play		
	PE09-GR.1-S.5-B.5-PS.3	accept consequences of personal choices		
	PE09-GR.1-S.7-B.1-PS.1	identify several individual and dual physical activities that they find personally enjoyable		
	PE09-GR.1-S.7-B.2-PS.2	continue to participate when not successful on the first attempt		



**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

	PE09-GR.1-S.7-B.3-PS.1	celebrate personal successes and achievements and those of others
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**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

<b>Activites:</b>		
Free practice time,	Relay games, Dribble Knockout, dribble relays	Volleying and Striking Introduction; *Keep It Up; *; Free practice time, Wall Ball, Badminton,
Golden Sneaker Award, Class rules & consequences chart. Sportsmanship Unit. During all P.E. activities	Scarf exploration, Scarf Juggling Lead-up	Beanbag Exploration
Hoops	Soccer skills unit	Balloon Volleyball, Balloon Round-Up
Jump Rope for Heart Unit	Throwing/catching unit	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>The steps to successful rope jumping</li> <li>The steps to successful manipulative skills</li> <li>The classroom/game rules</li> <li>Practice makes competent movers</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate successful rope jumping</li> <li>Demonstrate receiving and sending objects</li> <li>Follow classroom/game rules</li> <li>Taking responsibility for ones actions</li> </ul>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulative: pgs. 1-6; 15-20: SPARK Throwing and Catching: pgs.1-28; 43-44: SPARK Kicking and Trapping: pgs.1-29: SPARK Dribbling, Volleying and Striking: pgs.1-26: SPARK Jumping pgs. 9-10,21-27.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

Focus Title	I'm Healthy	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	H09-GR.1-S.5-B.2-PS.1	list ways that a person can show responsibility for his/her own health behaviors	
	PE09-GR.1-S.4-B.3-PS.1	recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity	
	Non-Assessed Performance Standards		
	H09-GR.1-S.1-B.1-PS.1	identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of <b>physical activity, nutrition</b> , personal hygiene, personal safety)	
	H09-GR.1-S.3-B.1-PS.1	recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, <b>daily physical activity, eating fruits and vegetables</b> )	
	H09-GR.1-S.3-B.4-PS.1	describe ways to improve or maintain personal health in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke)	
	H09-GR.1-S.3-B.4-PS.3	identify healthy choices in the areas related to sexuality; <b>nutrition</b> , alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods)	
	H09-GR.1-S.6-B.1-PS.1	identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	H09-GR.1-S.6-B.4-PS.1	identify a personal health goal in one of the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	PE09-GR.1-S.4-B.1-PS.1	recognize that health-related physical fitness consists of several components	
	PE09-GR.1-S.4-B.1-PS.2	identify activities designed to improve health-related fitness components	

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

	PE09-GR.1-S.4-B.2-PS.1	participate in a variety of games and activities that increase respiration and heart rate
	PE09-GR.1-S.4-B.2-PS.2	demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands
	PE09-GR.1-S.4-B.2-PS.3	sustain activity for increasingly longer periods of time
	PE09-GR.1-S.4-B.3-PS.2	recognize personal strengths and weaknesses based on participation in various physical activities
	PE09-GR.1-S.6-B.4-PS.1	identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type

**Curriculum Development Overview**  
**Focus Planning for 1<sup>st</sup> Grade Physical Education**

<b>Activites:</b>		
Discuss various activities that students could play outside of the class setting alone and with friends (e.g. hopscotch, tag, hide-and-seek, etc).	Fitnessgram activities (PCPFT)	*Obstacle Course; *Power Ball; *Scooter Tag/Scooter Races; *Crazy Cones; Tag games, speed races, dancing
Heart Healthy Relay	Climbing ropes, rock wall, ladder cross, monkey bars	Discussion about heart rate, sweating, breathing rate, exhaustion;
Discussion- positives about each type. Ectomorphs(good endurance athletes) Mesomorphs (good body weight strength and good sprinters) Endomorphs (strong)	Use playground equipment, engage in games/activities that have been taught in P.E. (jump rope, basketball, soccer, tag games, pull-ups, etc.)	Circuits
Food group Speedway	Musical Food Groups	Bone Health Tag

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify ways to maintain personal health (PA and Nutrition) Major behaviors that lead to healthy lifestyle Recognize that health-related physical fitness consists of 5 components Recognize physiological signs and benefits associated with health-related physical fitness	Explain to others ways to maintain health (PA and Nutrition) List characteristic of behaviors that are healthy Engage in 5 components of physical fitness Sustain activities for health-related physical fitness for longer periods of time

<b>Instructional Resources:</b>	Five for Life Basic- Section 1-pg 1.20, pg.1.45, pg. 1.81. Section 2-pg.2.15, pg.2.17. Section 3- pg.3.7. SPARK Games: pgs.3-4; 13-14; 29-30. Fitnessgram (pcpf). SPARK Building a Foundation; Lesson 14-pgs.51-53; Lesson 15-pgs.55-56.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for 2nd Grade Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	2nd Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate competency in selected motor skills:	PE09-GR.2-S.1-B.1	
	2. Demonstrate competency in selected non-motor patterns:	PE09-GR.2-S.1-B.2	
	3. Demonstrate competency in selected skills utilizing age- appropriate equipment:	PE09-GR.2-S.1-B.3	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate concepts of body, effort, space and relationships in movement:	PE09-GR.2-S.2-B.1	
	2. Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex situations:	PE09-GR.2-S.2-B.2	
	3. Demonstrate critical elements of fundamental and specialized movement skills:	PE09-GR.2-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. Select and participate regularly in health-related physical activities for enjoyment:	PE09-GR.2-S.3-B.1	
	2. identify the benefits gained from regular physical activity:	PE09-GR.2-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. Match different types of physical activities with health-related physical fitness components:	PE09-GR.2-S.4-B.1	
	2. participate in moderate to vigorous physical activities in a variety of settings:	PE09-GR.2-S.4-B.2	
	3. Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	PE09-GR.2-S.4-B.3	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. utilize safety principles in physical activity settings:	PE09-GR.2-S.5-B.1	
	2. work cooperatively and productively with a partner or small group:	PE09-GR.2-S.5-B.2	
	3. recognize the influence of peer pressure and identify ways of resolving conflict	PE09-GR.2-S.5-B.3	
	4. work independently and on-task for short periods of time:	PE09-GR.2-S.5-B.4	
	5. recognize classroom and activity rules; grades K-4 performance standards:	PE09-GR.2-S.5-B.5	
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>			

**Curriculum Development Course at a Glance  
Planning for 2nd Grade Physical Education**

	1. explore cultural/ethnic self-awareness through participation in physical activity:	PE09-GR.2-S.6-B.1
	2. recognize the talents that individuals with differences can bring to group activities:	PE09-GR.2-S.6-B.2
	3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins	PE09-GR.2-S.6-B.3
	4. recognize how the media, particularly advertising, influences the perception of ideal body types:	PE09-GR.2-S.6-B.4
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. identify physical activities that are enjoyable:	PE09-GR.2-S.7-B.1
	2. practice physical activities to increase skills:	PE09-GR.2-S.7-B.2
	3. demonstrate interaction with others while participating in physical activities	PE09-GR.2-S.7-B.3
	4. use physical activity as a measure of self-expression:	PE09-GR.2-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for 2nd Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
I Can Move	10 weeks	1
Working Together	6 weeks	2
Games with Objects	10 weeks	3
I'm Healthy	10 weeks	4



**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

Focus Title	I Can Move	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>		
	PE09-GR.2-S.1-B.1-PS.3	demonstrate smooth transitions between sequential motor skills (i.e., running into a jump)	
	PE09-GR.2-S.1-B.2-PS.3	form round, narrow, wide and twisted body shapes alone and with a partner	
	PE09-GR.2-S.2-B.2-PS.2	recognize similar movement concepts in a variety of skills	
	PE09-GR.2-S.2-B.3-PS.1	repeat cue words for selected motor skills and demonstrate/explain what is meant by each	
	PE09-GR.2-S.3-B.2-PS.1	experience and recognize different types of physical activities and their healthful benefits	
	<b>Non-Assessed Performance Standards</b>		
	PE09-GR.2-S.1-B.1-PS.1	travel in a variety of locomotor patterns (i.e., hop, skip, jump, gallop, slide, etc.) using mature form	
	PE09-GR.2-S.1-B.1-PS.2	demonstrate skills of chasing, fleeing and dodging to avoid others	
	PE09-GR.2-S.1-B.2-PS.1	roll sideways and forwards without hesitating or stopping using control	
	PE09-GR.2-S.1-B.2-PS.2	balance demonstrating momentary stillness in symmetrical and asymmetrical shapes on a variety of body parts	
	PE09-GR.2-S.2-B.1-PS.1	travel, changing speed, direction and pathway, quickly and safely without falling; travel while demonstrating a variety of relationships with objects (i.e., over, under, behind, alongside, through, etc.)	
	PE09-GR.2-S.2-B.1-PS.2	place a variety of body parts into high, medium and low levels	

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

	PE09-GR.2-S.2-B.2-PS.1	use concepts of space awareness and relationships to others to run, hop and skip in different pathways and directions in a large group without bumping into others or falling
	PE09-GR.2-S.5-B.1-PS.2	recognize that personal space and emotional safety will be protected
	PE09-GR.2-S.6-B.1-PS.1	articulate cultural/ethnic self- awareness through written, oral or physical expression
	PE09-GR.2-S.7-B.2-PS.1	willingly try new activities

**Curriculum Development Overview  
Focus Planning for 2nd Grade Physical Education**

<b>Activites:</b>		
Locomotor Skills, Levels and Directions; *The Bunny Trail, Simon says; *Monkey See, Monkey Do; *Turtles, Dogs and Elephants;	Yoga; *Static Balances; *Beanbag Balances; Yoga bingo, Twister	Orientation and Personal Space; *Keep It Up
Chasing and Fleeing; tag games -*Cat and Mice; *Stuck-In-The-Mud; *Cookie Monster Tag, Asst. tag games	Gymnastics Unit	Relay games
Movement concepts using hoops	Obstacle Course; *Volcano!	Cultural/ethnic dances (Zumba style dances, etc.) Cultural/ethnic Games/activities (limbo, etc.); Wii dance videos dance cues
Cardio games/activities, speed/strength building activities that can be done in and out of school to increase overall health as well as Fitnessgram performance.	*General Space and Creative Moves;	*Parachute

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Walk, hop, skip, jump, gallop, slide, leap and run are locomotor movements Recognize movement concepts include (levels, pathways, tempo, directions, and relationships) Different cue words for selected motor skills Recognize different types of physical activities and their healthful benefits	Perform smooth transitions between motor skills Demonstrate all movement concepts in a variety of skills Explain different cues for motor skills Experience different types of physical activities and their healthful benefits

<b>Instructional Resources:</b>	Spark Building a Foundation: Lesson 1-pgs. 1-3; Lesson 2-pgs.5-7; Lesson 3-pgs.9-11; Lesson 4-pgs.13-15; Lesson 5-pgs. 17-19; Lesson 6-pgs.21-23; Lesson 7-pgs.25-27; Lesson 12-pgs.43-45; Lesson 13-pgs.47-50; SPARK Balance, Stunts and tumbling: pgs.1-18 SPARK Games: pg.1,9; SPARK Parachutes: pgs.1-20 *P.E. Central, Yoga Pretzels; Yoga bingo game, Twister game, You Tube Wii dance videos
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

Focus Title	Working Together		Length of Focus	6 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>			
	PE09-GR.2-S.5-B.2-PS.2	assist partner by sharing observations about skill performance during practice		
	<b>Non-Assessed Performance Standards</b>			
	PE09-GR.2-S.2-B.3-PS.2	refine movement errors in response to positive information and corrective information feedback		
	PE09-GR.2-S.2-B.3-PS.3	demonstrate the application of critical cues in selected motor skills		
	PE09-GR.2-S.2-B.3-PS.4	accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student		
	PE09-GR.2-S.5-B.2-PS.1	invite a peer to take his turn at a piece of apparatus before repeating turn		
	PE09-GR.2-S.5-B.3-PS.1	demonstrate the elements of socially acceptable conflict resolution		
	PE09-GR.2-S.5-B.3-PS.2	demonstrate effective communication skills		
	PE09-GR.2-S.7-B.4-PS.1	create movement sequences that are personally interesting and satisfying		
	PE09-GR.2-S.6-B.2-PS.1	work productively with a variety of partners		
	PE09-GR.2-S.6-B.3-PS.1	accept all playmates without regard to personal differences (i.e., age, race, ethnicity, gender, ability level, etc.)		

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

	PE09-GR.2-S.7-B.3-PS.2	cooperate and share with partners in physical activities
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**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

<b>Activites:</b>		
Grouping and Moving Together	Simon says, relay & tag games with cues, Wii dance videos dance cues	Pair and share, video partner and analyze together
Partner or small group activities	Class rules & consequences chart. Kelso's choices	"I" statements
All Activities, Willing and able to work in designated student groups.	Create a new game/dance based on a previously learned game by changing or incorporating a new rule, movement, etc.	Grouping and making bridges
Free Dance	Sportsmanship Unit	Showtime

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>How to give effective feedback to a partner to improve a skill</p> <p>A few elements/strategies for effective communication and conflict resolution</p> <p>Sharing, cooperating and taking turns is socially acceptable</p>	<p>Assist a partner with skill performance by giving feedback.</p> <p>Demonstrate elements for effective communication and conflict resolution</p> <p>Demonstrate sharing, cooperating and taking turns</p>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulatives: Twist and Turn/end and Stretch-pgs.5-6; Line Boogie-pgs.9-10; Showtime-pgs.25-26. SPARK Building a Foundation: Lesson 10- pgs.37-40; Lesson 11-pgs. 41-42.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

Focus Title	Games with Objects		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	<b>Assessed Performance Standards</b>			
	PE09-GR.2-S.1-B.3-PS.1	repeatedly jump a self-turned rope and a <b>rope turned by others</b>		
	PE09-GR.2-S.1-B.3-PS.3	receive and send an object in a continuous motion (i.e., throwing/catching, kicking/trapping, striking, volleying, etc.)		
	<b>Non-Assessed Performance Standards</b>			
	PE09-GR.2-S.1-B.3-PS.2	continuously dribble a ball, using hands or feet, without losing control		
	PE09-GR.2-S.5-B.1-PS.1	use space and equipment safely and properly		
	PE09-GR.2-S.5-B.4-PS.1	demonstrate independent work habits during short-term activity		
	PE09-GR.2-S.5-B.5-PS.1	consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all		
	PE09-GR.2-S.5-B.5-PS.2	distinguish between compliance and non-compliance with game rules and fair play		
	PE09-GR.2-S.5-B.5-PS.3	accept consequences of personal choices		
	PE09-GR.2-S.7-B.1-PS.1	identify several individual and dual physical activities that they find personally enjoyable		
	PE09-GR.2-S.7-B.2-PS.2	continue to participate when not successful on the first attempt		

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

	PE09-GR.2-S.7-B.3-PS.1	celebrate personal successes and achievements and those of others
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**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

<b>Activities:</b>		
Free practice time,	Relay games, Dribble Knockout, dribble relays	Volleying and Striking Introduction; *Keep It Up; *; Free practice time, Wall Ball, Badminton,
Golden Sneaker Award, Class rules & consequences chart. Sportsmanship Unit. During all P.E. activities	Scarf exploration, Scarf Juggling Lead-up	Beanbag Exploration
Hoops	Soccer skills unit	Balloon Volleyball, Balloon Round-Up
Jump Rope for Heart Unit	Throwing/catching unit	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>The steps to successfully long jump rope</li> <li>The steps to successful manipulative skills</li> <li>The classroom/game rules</li> <li>Practice makes competent movers</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate jumping a rope turned by others</li> <li>Demonstrate receiving and sending objects in a continuous motion</li> <li>Follow classroom/game rules</li> <li>Taking responsibility for ones actions</li> </ul>

<b>Instructional Resources:</b>	P.E. Central & SPARK Manipulative: pgs. 1-6; 15-20: SPARK Throwing and Catching: pgs.1-31; 43-44: SPARK Kicking and Trapping: pgs.1-29: SPARK Dribbling, Volleying and Striking: pgs.1-26: SPARK Jumping pgs. 9-10, 13-20, 21-27.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

Focus Title	I'm Healthy	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	H09-GR.2-S.3-B.4-PS.1	describe ways to improve or maintain personal health in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke)	
	H09-GR.2-S.3-B.4-PS.3	identify healthy choices in the areas related to sexuality; <b>nutrition</b> , alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods)	
	H09-GR.2-S.6-B.1-PS.1	identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	H09-GR.2-S.6-B.4-PS.1	identify a personal health goal in one of the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	PE09-GR.2-S.4-B.1-PS.2	identify activities designed to improve health-related fitness components	
	PE09-GR.2-S.4-B.2-PS.2	demonstrate sufficient muscular strength to be able to bear body weight for climbing, hanging and momentary body support on the hands	
	PE09-GR.2-S.4-B.3-PS.2	recognize personal strengths and weaknesses based on participation in various physical activities	
	Non-Assessed Performance Standards		
	H09-GR.2-S.1-B.1-PS.1	identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, <b>lack of physical activity</b> , <b>nutrition</b> , personal hygiene, personal safety)	
	H09-GR.2-S.3-B.1-PS.1	recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, <b>eating fruits and vegetables</b> )	
	H09-GR.2-S.5-B.2-PS.1	list ways that a person can show responsibility for his/her own health behaviors	

**Curriculum Development Overview**  
**Focus Planning for 2nd Grade Physical Education**

	PE09-GR.2-S.4-B.3-PS.1	recognize physiological signs and benefits associated with participation in moderate to vigorous physical activity
	PE09-GR.2-S.4-B.1-PS.1	recognize that health-related physical fitness consists of several components
	PE09-GR.2-S.4-B.2-PS.1	participate in a variety of games and activities that increase respiration and heart rate
	PE09-GR.2-S.4-B.2-PS.3	sustain activity for increasingly longer periods of time
	PE09-GR.2-S.6-B.4-PS.1	identify the three human somatotypes (endomorph, ectomorph and mesomorph) and recognize own healthy body type

**Curriculum Development Overview  
Focus Planning for 2nd Grade Physical Education**

<b>Activites:</b>		
Discuss various activities that students could play outside of the class setting alone and with friends (e.g. hopscotch, tag, hide-and-seek, etc).	Fitnessgram activities (PCPFT)	*Obstacle Course; *Power Ball; *Scooter Tag/Scooter Races; *Crazy Cones; Tag games, speed races, dancing
Heart Healthy Relay	Climbing ropes, rock wall, ladder cross, monkey bars	Discussion about heart rate, sweating, breathing rate, exhaustion;
Discussion- positives about each type. Ectomorphs(good endurance athletes) Mesomorphs (good body weight strength and good sprinters) Endomorphs (strong)	Use playground equipment, engage in games/activities that have been taught in P.E. (jump rope, basketball, soccer, tag games, pull-ups, etc.)	Circuits
Food group Speedway	Musical Food Groups	Bone Health Tag

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify healthy choices and actions that lead to a healthy lifestyle Major behaviors that lead to healthy lifestyle Recognize that health-related physical fitness consists of 5 components	Create one personal health goal for nutrition and physical fitness based on (PCPFT) List characteristic of behaviors that are healthy Engage in 5 components of physical fitness

<b>Instructional Resources:</b>	Five for Life Basic- Section 1-pg 1.20, pg.1.45, pg. 1.81. Section 2-pg.2.15, pg.2.17. Section 3- pg.3.7. SPARK Games: pgs.3-4; 13-14; 29-30. Fitnessgram (PCPFT). SPARK Building a Foundation; Lesson 14-pgs.51-53; Lesson 15-pgs.55-56.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for 3rd Grade Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	3rd Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1:</b> Demonstrates competency in many movement forms and proficiency in a few movement forms.			
	1. Demonstrate competency in selected motor skills:	PE09-GR.3-S.1-B.1	
	2. Demonstrate competency in selected non-motor patterns:	PE09-GR.3-S.1-B.2	
	3. Demonstrate competency in selected skills utilizing age- appropriate equipment:	PE09-GR.3-S.1-B.3	
<b>Content Standard 2:</b> Applies movement concepts and principles to the learning and development of motor skills.			
	1. Demonstrate concepts of body, effort, space and relationships in movement:	PE09-GR.3-S.2-B.1	
	2. Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex situations:	PE09-GR.3-S.2-B.2	
	3. Demonstrate critical elements of fundamental and specialized movement skills:	PE09-GR.3-S.2-B.3	
<b>Content Standard 3:</b> Exhibits knowledge and ability to participate in a physically active lifestyle.			
	1. Select and participate regularly in health-related physical activities for enjoyment:	PE09-GR.3-S.3-B.1	
	2. identify the benefits gained from regular physical activity:	PE09-GR.3-S.3-B.2	
<b>Content Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness.			
	1. Match different types of physical activities with health-related physical fitness components:	PE09-GR.3-S.4-B.1	
	2. participate in moderate to vigorous physical activities in a variety of settings:	PE09-GR.3-S.4-B.2	
	3. Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	PE09-GR.3-S.4-B.3	
<b>Content Standard 5:</b> Demonstrates responsible personal and social behavior in physical activity settings.			
	1. utilize safety principles in physical activity settings:	PE09-GR.3-S.5-B.1	
	2. work cooperatively and productively with a partner or small group:	PE09-GR.3-S.5-B.2	
	3. recognize the influence of peer pressure and identify ways of resolving conflict	PE09-GR.3-S.5-B.3	
	4. work independently and on-task for short periods of time:	PE09-GR.3-S.5-B.4	
	5. recognize classroom and activity rules; grades K-4 performance standards:	PE09-GR.3-S.5-B.5	

**Curriculum Development Course at a Glance  
Planning for 3rd Grade Physical Education**

<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. explore cultural/ethnic self-awareness through participation in physical activity:	PE09-GR.3-S.6-B.1
	2. recognize the talents that individuals with differences can bring to group activities:	PE09-GR.3-S.6-B.2
	3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins	PE09-GR.3-S.6-B.3
	4. recognize how the media, particularly advertising, influences the perception of ideal body types:	PE09-GR.3-S.6-B.4
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. identify physical activities that are enjoyable:	PE09-GR.3-S.7-B.1
	2. practice physical activities to increase skills:	PE09-GR.3-S.7-B.2
	3. demonstrate interaction with others while participating in physical activities	PE09-GR.3-S.7-B.3
	4. use physical activity as a measure of self-expression:	PE09-GR.3-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for 3rd Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Tumbling and rhythms	10 weeks	1
Success Together	6 weeks	2
Object Control	10 weeks	3
I Am What I Eat	10 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 3rd Grade Physical Education**

Focus Title	Tumbling and Rhythms		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.3-S.1-B.2-PS.1	transfer weight from feet to hands using controlled movement		
	PE09-GR.3-S.2-B.3-PS.3	demonstrate the application of critical cues in selected motor skills		
	Non-Assessed Performance Standards			
	PE09-GR.3-S.1-B.1-PS.1	demonstrate mature form in all locomotor patterns		
	PE09-GR.3-S.1-B.1-PS.3	develop patterns and combinations of movements into repeatable sequence		
	PE09-GR.3-S.1-B.2-PS.2	balance with control on a variety of objects		
	PE09-GR.3-S.1-B.2-PS.3	develop and refine a gymnastics sequence demonstrating smooth transitions		
	PE09-GR.3-S.2-B.1-PS.1	design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.)		
	PE09-GR.3-S.2-B.2-PS.2	identify ways movement concepts can be used to refine movement skills		
	PE09-GR.3-S.2-B.3-PS.1	repeat cue words for selected motor skills and demonstrate/explain what is meant by each		
	PE09-GR.3-S.2-B.3-PS.2	refine movement errors in response to positive information and corrective information feedback		
	PE09-GR.3-S.2-B.3-PS.3	explain how appropriate practice improves performance		
	PE09-GR.3-S.5-B.2-PS.2	demonstrate the ability to teach an activity or skill to a group of classmates		
	PE09-GR.3-S.5-B.4-PS.1	honestly report the results of independent work		
PE09-GR.3-S.7-B.2-PS.1	willingly try new activities			



**Curriculum Development Overview  
Unit Planning for 3rd Grade Physical Education**

<b>Activities:</b>		
Simon says, asst. tag games, intro movements, agility course, body weight exercise circuit	Asst. games/activities, parachute activities, dance, jump rope,	Gymnastics Unit. Simon says, Yoga bingo, Twister, swivel balance board, balance beam walk forward and backward, line in gym
Partner or small group activities to help those who need extra help	Wii dance videos dance cues	Sportsmanship Unit.
create a floor routine to music doing basic gymnastics and dance skills	Electric Slide, flow yoga, hatha yoga, international dances, and us dances.	all activities, white board instruction, space awareness, effort, relationships. Concepts modify the skill (jump high, strike hard)
relay & tag games with cues,		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify different weight transfer skills Critical cues for select motor skills Working independently develops good work ethic	Perform weight transfer skills (from feet to hands) with control Apply critical cues for select motor skills Work independently without supervision

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games, You Tube (dances), Wii Dance Videos, Yoga bingo game, Twister game, SPARK Stunts and Tumbling-pgs.11-15. SPARK Fitness Circuits-pgs.5-22. SPARK Dance Unit-pgs.11-36. SPARK Chasing and Fleeing-pgs. 7-32.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 3rd Grade Physical Education**

Focus Title	Success Together		Length of Focus	6 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.3-S.7-B.4-PS.1	design a movement sequence/game that includes all members of the group in the success of the activity		
	Non-Assessed Performance Standards			
	PE09-GR.3-S.1-B.3-PS.1	travel into and out of a rope turned by others		
	PE09-GR.3-S.5-B.3-PS.1	identify and avoid the negative influence of peers		
	PE09-GR.3-S.6-B.1-PS.1	articulate cultural/ethnic self- awareness through written, oral or physical expression		
	PE09-GR.3-S.6-B.2-PS.1	recognize and value the role of each individual in a small group		
	PE09-GR.3-S.6-B.3-PS.1	demonstrate the ability to successfully work in a variety of cultural or ethnic activities		
	PE09-GR.3-S.7-B.1-PS.1	explain the enjoyable characteristics of small group physical activities		
	PE09-GR.3-S.7-B.3-PS.1	interact with others by helping them successfully complete their small- group physical activity challenges		
	PE09-GR.3-S.7-B.3-PS.2	celebrate personal successes and achievements and those of others		

**Curriculum Development Overview  
Unit Planning for 3rd Grade Physical Education**

<b>Activities:</b>		
Create a new game/dance based on a previously learned game by changing or incorporating a new rule, movement, etc.	Free practice time, long jump rope unit, JRFH Unit	Class rules & consequences chart. Sportsmanship Unit.
Cultural/ethnic dances (Zumba style dances, etc.) Cultural/ethnic Games/activities (limbo, etc.)	Jump the Circuit, Jump Rope add-on	ESL pair and share w/ partner
Free choice activities, vote for and participate in one of several popular activities, small group challenges	Twist and Turn/Bend and Stretch, Hog Call, Designated Driver	Group Juggling, Houdini Hoops
Partner Switcheroo Stunt Hunt, Create a Routine		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
How to work with others to complete a project What good Sportsmanship looks like	Design a successful movement sequence with a group Demonstrate the characteristic behaviors of good sportsmanship.

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games. SPARK Jump Rope-pgs.15-16; SPARK Cooperatives- pgs.11-16, 19-22. SPARK Stunts and Tumbling-pgs. 17-20. SPARK Jump Rope-pgs. 23-24.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 3rd Grade Physical Education**

Focus Title	Objects Control	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.3-S.1-B.1-PS.2	while traveling, avoid or catch an object or individual	
	PE09-GR.3-S.1-B.3-PS.2	hand-dribble and foot-dribble a ball and maintain control while traveling within a group	
	PE09-GR.3-S.1-B.3-PS.4	strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts	
	PE09-GR.3-S.2-B.1-PS.2	consistently receive and send an object in an intended direction and height	
	PE09-GR.3-S.2-B.2-PS.1	adapt motor skills to the demands of a dynamic and unpredictable environment	
	Non-Assessed Performance Standards		
	PE09-GR.3-S.1-B.3-PS.3	throw, catch and kick using mature motor patterns	
	PE09-GR.3-S.2-B.3-PS.4	accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student	
	PE09-GR.3-S.5-B.1-PS.1	recognize importance of equipment placement and usage during physical education class	
	PE09-GR.3-S.5-B.1-PS.2	initiate the appropriate use of space in game and activity settings	
	PE09-GR.3-S.5-B.2-PS.1	work productively with a partner to improve selected motor skills by using the critical elements of the process	
	PE09-GR.3-S.5-B.5-PS.1	consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all	
	PE09-GR.3-S.5-B.5-PS.2	distinguish between compliance and non-compliance with game rules and fair play	
	PE09-GR.3-S.7-B.2-PS.2	voluntarily initiate skill practice to improve performance	

**Curriculum Development Overview  
Unit Planning for 3rd Grade Physical Education**

<b>Activities:</b>		
Steel the Treasure; Tag Games; Frisbee, flag tag, dodgeball, mat ball	Free practice time, Relay games, Basketball Dribble Knockout	Badminton, 4 Square, softball, floor hockey, volleyball
Relay games, Volleyball Wall Hit, golf	badminton, pickleball, tennis, balloon hit.	Balloon Volleyball, Soccer skills unit, Ultimate Frisbee, flag football, basketball
Pair and share, video partner and analyze together	Partner or small group activities, body weight exercise circuit	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Proper techniques for catching and throwing while in motion Sequence for proper object striking How to adapt a movement for successful contact	Perform catching and throwing while in motion Perform striking objects with success Adapt to a dynamic movement environment

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games. SPARK Basketball-pgs. 5-14, 17-20, 29-30, 35-36. SPARK Flying Disc-pgs. 5-12, 13-16, 19-20. SPARK Football-pgs. 7-16, 17-20. SPARK Soccer-pgs. 5-14, 15-20, 27-30. SPARK Softball-pgs. 7-14, 15-22. SPARK Hockey-pgs.5-16, 17-22,27-28. SPARK Volleyball- pgs.5-14, 15-24.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 3rd Grade Physical Education**

Focus Title	I Am What I Eat	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	H09-GR.3-S.6-B.1-PS.1	demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	H09-GR.3-S.6-B.4-PS.1	identify and track progress of a personal health goal in one of the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	PE09-GR.3-S.4-B.3-PS.2	develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments	
	Non-Assessed Performance Standards		
	H09-GR.3-S.1-B.1-PS.1	identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety)	
	H09-GR.3-S.2-B.1-PS.3	identify health-promoting products and services (e.g., food choices, community services, physical activity)	
	H09-GR.3-S.3-B.1-PS.1	demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, <b>eating fruits and vegetables</b> , wearing seat belts, abstinence)	
	H09-GR.3-S.3-B.4-PS.1	demonstrate ways to improve or maintain personal health in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., <b>eat fruits and vegetables, exercise</b> , don't smoke, abstinence)	
	H09-GR.3-S.3-B.4-PS.3	demonstrate healthy choices in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, <b>participating in physical activity, choosing healthier foods from a list of foods</b> , abstinence)	
	H09-GR.3-S.5-B.2-PS.1	explain the importance of assuming personal responsibility for health behaviors	
	PE09-GR.3-S.3-B.1-PS.1	participate in moderate to vigorous physical activity outside of physical education most days of the week	
	PE09-GR.3-S.3-B.1-PS.2	use information from a variety of sources, internal and external, to regulate their activity participation	
	PE09-GR.3-S.3-B.2-PS.1	describe how participation in physical activity affects health	

**Curriculum Development Overview**  
**Unit Planning for 3rd Grade Physical Education**

	PE09-GR.3-S.4-B.1-PS.1	select activities designed to improve and maintain levels of fitness in each component of health-related fitness
	PE09-GR.3-S.4-B.2-PS.1	participate in a variety of physical activities in order to improve each component of health-related fitness
	PE09-GR.3-S.4-B.3-PS.1	explain the relationship of body weight, body composition and participation in regular physical activity
	PE09-GR.3-S.5-B.5-PS.3	accept consequences of personal choices
	PE09-GR.3-S.6-B.4-PS.1	differentiate between body type presented in the media and own healthy body type
	PE09-GR.3-S.6-B.4-PS.2	identify lifestyle factors that can be controlled and their impact on health and wellness

**Curriculum Development Overview  
Unit Planning for 3rd Grade Physical Education**

<b>Activities:</b>		
Heart Healthy Run, Heart rate, sweating, heavy breathing. Activities based on Fitnessgram, body weight exercise circuit	Use playground equipment, engage in games/activities that have been taught in P.E. (jump rope, basketball, soccer, tag games, pullups, etc.)	Cardio games/activities, speed/strength building activities that can be done in and out of school to increase overall health as well as Fitnessgram performance.
Climbing ropes, rock wall, Tag games, speed races, dancing, fitness stations	BMI, calories in /calories out	Food Identity, Bone Building Relay
group activities on u tube, fitness magazines	Muscular Strength and Muscular Endurance Tag, Muscle Snatchers	Energy In/Energy Out

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify a personal health goal related to nutrition and/or physical activity What a healthy decision is in the area of nutrition and/or physical activity How to develop a strategy that leads to success in reaching a fitness goal based on fitness assessments.	Track progress of a personal health goal related to nutrition and/or physical activity. Make healthy decisions in the area of nutrition and/or physical activity Use strategies to reach one personal fitness goal based on fitness assessments.

<b>Instructional Resources:</b>	Fitnessgram (PCPF), Five For Life-Food Identity pg. 2.16, Bone Building Relay pg. 3.8, Heart Health 2-5 min. run pg.1.14, Muscular Strength and Muscular Endurance Tag pg. 1.56, Muscle Snatchers pg.1.80, Energy In/Energy Out pg. 1.81. SPARK Fitness Challenge pgs. 5-20. SPARK Fitness Circuits- pgs. 5-19. SPARK Group Fitness- pgs.7-10, 13-14.
<b>assessment:</b>	
<b>Equipment:</b>	



Curriculum Development Course at a Glance  
Planning for 4th Grade Physical Education



# Bloomfield School District

Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	4th Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1:</b> Demonstrates competency in many movement forms and proficiency in a few movement forms.			
	1. Demonstrate competency in selected motor skills:	PE09-GR.4-S.1-B.1	
	2. Demonstrate competency in selected non-motor patterns:	PE09-GR.4-S.1-B.2	
	3. Demonstrate competency in selected skills utilizing age- appropriate equipment:	PE09-GR.4-S.1-B.3	
<b>Content Standard 2:</b> Applies movement concepts and principles to the learning and development of motor skills.			
	1. Demonstrate concepts of body, effort, space and relationships in movement:	PE09-GR.4-S.2-B.1	
	2. Demonstrate motor skills, motor behaviors and motor learning concepts in increasingly complex situations:	PE09-GR.4-S.2-B.2	
	3. Demonstrate critical elements of fundamental and specialized movement skills:	PE09-GR.4-S.2-B.3	
<b>Content Standard 3:</b> Exhibits knowledge and ability to participate in a physically active lifestyle.			
	1. Select and participate regularly in health-related physical activities for enjoyment:	PE09-GR.4-S.3-B.1	
	2. identify the benefits gained from regular physical activity:	PE09-GR.4-S.3-B.2	
<b>Content Standard 4:</b> Achieves and maintains a health-enhancing level of physical fitness.			
	1. Match different types of physical activities with health-related physical fitness components:	PE09-GR.4-S.4-B.1	
	2. participate in moderate to vigorous physical activities in a variety of settings:	PE09-GR.4-S.4-B.2	
	3. Begin to interpret the results and demonstrate understanding of the significance of information provided by measures of physical fitness.	PE09-GR.4-S.4-B.3	
<b>Content Standard 5:</b> Demonstrates responsible personal and social behavior in physical activity settings.			
	1. utilize safety principles in physical activity settings:	PE09-GR.4-S.5-B.1	
	2. work cooperatively and productively with a partner or small group:	PE09-GR.4-S.5-B.2	
	3. recognize the influence of peer pressure and identify ways of resolving conflict	PE09-GR.4-S.5-B.3	
	4. work independently and on-task for short periods of time:	PE09-GR.4-S.5-B.4	
	5. recognize classroom and activity rules; grades K-4 performance standards:	PE09-GR.4-S.5-B.5	

**Curriculum Development Course at a Glance  
Planning for 4th Grade Physical Education**

<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. explore cultural/ethnic self-awareness through participation in physical activity:	PE09-GR.4-S.6-B.1
	2. recognize the talents that individuals with differences can bring to group activities:	PE09-GR.4-S.6-B.2
	3. experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins	PE09-GR.4-S.6-B.3
	4. recognize how the media, particularly advertising, influences the perception of ideal body types:	PE09-GR.4-S.6-B.4
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. identify physical activities that are enjoyable:	PE09-GR.4-S.7-B.1
	2. practice physical activities to increase skills:	PE09-GR.4-S.7-B.2
	3. demonstrate interaction with others while participating in physical activities	PE09-GR.4-S.7-B.3
	4. use physical activity as a measure of self-expression:	PE09-GR.4-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for 4th Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Competent Mover	10 weeks	1
Cooperation is Key	6 weeks	2
Sport Lead Up Games	10 weeks	3
Fitness and Nutrition	10 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

Focus Title	Competent Mover	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.4-S.1-B.1-PS.3	develop patterns and combinations of movements into repeatable sequence	
	PE09-GR.4-S.1-B.2-PS.2	balance with control on a variety of objects	
	PE09-GR.4-S.1-B.2-PS.3	develop and refine a gymnastics sequence demonstrating smooth transitions	
	PE09-GR.4-S.2-B.1-PS.1	design and perform movement sequences that combine traveling, balancing and weight transfer into smooth sequences with intentional changes in direction (i.e., gymnastics, dance, etc.)	
	PE09-GR.4-S.2-B.2-PS.2	identify ways movement concepts can be used to refine movement skills	
	PE09-GR.4-S.2-B.3-PS.3	explain how appropriate practice improves performance	
	PE09-GR.4-S.2-B.3-PS.2	refine movement errors in response to positive information and corrective information feedback	
	Non-Assessed Performance Standards		
	PE09-GR.4-S.1-B.1-PS.1	demonstrate mature form in all locomotor patterns	
	PE09-GR.4-S.1-B.2-PS.1	transfer weight from feet to hands using controlled movement	
	PE09-GR.4-S.2-B.3-PS.1	repeat cue words for selected motor skills and demonstrate/explain what is meant by each	
	PE09-GR.4-S.2-B.3-PS.3	demonstrate the application of critical cues in selected motor skills	
	PE09-GR.4-S.5-B.2-PS.2	demonstrate the ability to teach an activity or skill to a group of classmates	
	PE09-GR.4-S.5-B.4-PS.1	honestly report the results of independent work	
	PE09-GR.4-S.7-B.2-PS.1	willingly try new activities	

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Simon says, asst. tag games, intro movements, agility course, body weight exercise circuit	Asst. games/activities, parachute activities, dance, jump rope,	Gymnastics Unit. Simon says, Yoga bingo, Twister, swivel balance board, balance beam walk forward and backward, line in gym
Partner or small group activities to help those who need extra help	Wii dance videos dance cues	Sportsmanship Unit.
create a floor routine to music doing basic gymnastics and dance skills	Electric Slide, flow yoga, hatha yoga, international dances, and us dances.	all activities, white board instruction, space awareness, effort, relationships. Concepts modify the skill (jump high, strike hard)
relay & tag games with cues,		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>Design movement sequences that are repeatable and require balance, patterns, smooth transitions and traveling in different directions.</p> <p>Identify ways movement concepts can refine movement skills</p> <p>Explain how practice and corrective feedback can improve performance</p>	<p>Perform movement sequences that are repeatable and require balance, patterns and traveling in different directions.</p> <p>Demonstrate a more refined movement skill by adding a movement concept</p> <p>Demonstrate improved performance of a motor skill by utilizing corrective feedback</p>

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games, You Tube (dances), Wii Dance Videos, Yoga bingo game, Twister game, SPARK Stunts and Tumbling-pgs.11-15. SPARK Fitness Circuits-pgs.5-22. SPARK Dance Unit-pgs.11-36. SPARK Chasing and Fleeing-pgs. 7-32. SPARK Jump Rope-pgs. 17-18.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

Focus Title	Cooperation is Key		Length of Focus	6 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.4-S.1-B.3-PS.1	travel into and out of a rope turned by others		
	Non-Assessed Performance Standards			
	PE09-GR.4-S.5-B.3-PS.1	identify and avoid the negative influence of peers		
	PE09-GR.4-S.6-B.1-PS.1	articulate cultural/ethnic self- awareness through written, oral or physical expression		
	PE09-GR.4-S.6-B.2-PS.1	recognize and value the role of each individual in a small group		
	PE09-GR.4-S.6-B.3-PS.1	demonstrate the ability to successfully work in a variety of cultural or ethnic activities		
	PE09-GR.4-S.7-B.1-PS.1	explain the enjoyable characteristics of small group physical activities		
	PE09-GR.4-S.7-B.3-PS.1	interact with others by helping them successfully complete their small- group physical activity challenges		
	PE09-GR.4-S.7-B.3-PS.2	celebrate personal successes and achievements and those of others		
	PE09-GR.4-S.7-B.4-PS.1	design a movement sequence/game that includes all members of the group in the success of the activity		

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Create a new game/dance based on a previously learned game by changing or incorporating a new rule, movement, etc.	Free practice time, long jump rope unit, JRFH Unit	Class rules & consequences chart. Sportsmanship Unit.
Cultural/ethnic dances (Zumba style dances, etc.) Cultural/ethnic Games/activities (limbo, etc.)	Jump the Circuit, Jump Rope add-on	ESL pair and share w/ partner
Free choice activities, vote for and participate in one of several popular activities, small group challenges	Twist and Turn/Bend and Stretch, Hog Call, Designated Driver	Group Juggling, Houdini Hoops
Partner Switcheroo Stunt Hunt, Create a Routine	Long Jump Rope	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>How to work with others to complete a project</li> <li>What good Sportsmanship looks like</li> <li>The steps to being successful traveling into and out of a rope turned by others</li> </ul>	<ul style="list-style-type: none"> <li>Design a successful movement sequence with a group</li> <li>Demonstrate the characteristic behaviors of good sportsmanship.</li> <li>Travel into and out of a rope turned by others</li> </ul>

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games. SPARK Jump Rope-pgs.15-16; SPARK Cooperatives- pgs.11-16, 19-22. SPARK Stunts and Tumbling-pgs. 17-20. SPARK Jump Rope-pgs. 23-26. SPARK Dance-pgs.37-44.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

Focus Title	Sport Lead Up Games		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.4-S.1-B.3-PS.3	throw, catch and kick using mature motor patterns		
	PE09-GR.4-S.2-B.3-PS.4	accurately recognize critical elements of selected skills made by a fellow student and provide positive information and corrective information feedback to that student		
	PE09-GR.4-S.5-B.1-PS.2	initiate the appropriate use of space in game and activity settings		
	Non-Assessed Performance Standards			
	PE09-GR.4-S.1-B.1-PS.2	while traveling, avoid or catch an object or individual		
	PE09-GR.4-S.1-B.3-PS.2	hand-dribble and foot-dribble a ball and maintain control while traveling within a group		
	PE09-GR.4-S.1-B.3-PS.4	strike a softly-thrown lightweight ball using a bat, paddle or a variety of body parts		
	PE09-GR.4-S.2-B.1-PS.2	consistently receive and send an object in an intended direction and height		
	PE09-GR.4-S.2-B.2-PS.1	adapt motor skills to the demands of a dynamic and unpredictable environment		
	PE09-GR.4-S.5-B.1-PS.1	recognize importance of equipment placement and usage during physical education class		
	PE09-GR.4-S.5-B.2-PS.1	work productively with a partner to improve selected motor skills by using the critical elements of the process		
	PE09-GR.4-S.5-B.5-PS.1	consistently comply with the physical education classroom rules to ensure the physical and emotional safety for all		
	PE09-GR.4-S.5-B.5-PS.2	distinguish between compliance and non-compliance with game rules and fair play		
	PE09-GR.4-S.7-B.2-PS.2	voluntarily initiate skill practice to improve performance		



**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Steel the Treasure; Tag Games; Frisbee, flag tag, dodgeball, mat ball	Free practice time, Relay games, Basketball Dribble Knockout	Badminton, 4 Square, softball, floor hockey, volleyball
Relay games, Volleyball Wall Hit, golf	badminton, pickleball, tennis, balloon hit.	Balloon Volleyball, Soccer skills unit, Ultimate Frisbee, flag football, basketball
Pair and share, video partner and analyze together	Partner or small group activities, body weight exercise circuit	

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Proper techniques for catching, throwing and kicking while in motion Accurately recognize critical elements of selected skill How play to the open space	Perform catching, throwing and kicking while in motion Give feedback to another students that leads to improved performance by that student. Initiate the appropriate use of space in a game.

<b>Instructional Resources:</b>	P.E. Central & SPARK activities/games. SPARK Basketball-pgs. 5-14. 17-20, 29-30, 35-36. SPARK Flying Disc-pgs. 5-12, 13-16, 19-20. SPARK Football-pgs. 7-16, 17-20. SPARK Soccer-pgs. 5-14, 15-20, 27-30. SPARK Softball-pgs. 7-14, 15-22. SPARK Hockey-pgs.5-16, 17-22,27-28. SPARK Volleyball- pgs.5-14, 15-24.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

Focus Title	Fitness and Nutrition	Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	H09-GR.4-S.1-B.1-PS.1	identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, <b>lack of physical activity, nutrition</b> , personal hygiene, abstinence, personal safety)	
	H09-GR.4-S.5-B.2-PS.1	explain the importance of assuming personal responsibility for health behaviors	
	PE09-GR.4-S.3-B.2-PS.1	describe how participation in physical activity affects health	
	PE09-GR.4-S.4-B.1-PS.1	select activities designed to improve and maintain levels of fitness in each component of health-related fitness	
	PE09-GR.4-S.4-B.3-PS.1	explain the relationship of body weight, body composition and participation in regular physical activity	
	PE09-GR.4-S.6-B.4-PS.2	identify lifestyle factors that can be controlled and their impact on health and wellness	
	Non-Assessed Performance Standards		
	H09-GR.4-S.2-B.1-PS.3	identify health-promoting products and services (e.g., food choices, community services, physical activity)	
	H09-GR.4-S.3-B.1-PS.1	demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, <b>eating fruits and vegetables</b> , wearing seat belts, abstinence)	
	H09-GR.4-S.3-B.4-PS.1	demonstrate ways to improve or maintain personal health in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., <b>eat fruits and vegetables, exercise</b> , don't smoke, abstinence)	
	H09-GR.4-S.3-B.4-PS.3	demonstrate healthy choices in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, <b>participating in physical activity, choosing healthier foods from a list of foods</b> , abstinence)	
	H09-GR.4-S.6-B.1-PS.1	demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	H09-GR.4-S.6-B.4-PS.1	identify and track progress of a personal health goal in one of the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being	
	PE09-GR.4-S.3-B.1-PS.1	participate in moderate to vigorous physical activity outside of physical education most days of the week	

**Curriculum Development Overview**  
**Unit Planning for 4<sup>th</sup> Grade Physical Education**

	PE09-GR.4-S.3-B.1-PS.2	use information from a variety of sources, internal and external, to regulate their activity participation
	PE09-GR.4-S.4-B.2-PS.1	participate in a variety of physical activities in order to improve each component of health-related fitness
	PE09-GR.4-S.4-B.3-PS.2	develop strategies to show progress towards at least one personal fitness goal as determined by health-related fitness assessments
	PE09-GR.4-S.5-B.5-PS.3	accept consequences of personal choices
	PE09-GR.4-S.6-B.4-PS.1	differentiate between body type presented in the media and own healthy body type

**Curriculum Development Overview  
Unit Planning for 4<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Heart Healthy Run, Heart rate, sweating, heavy breathing. Activities based on Fitnessgram, body weight exercise circuit	Use playground equipment, engage in games/activities that have been taught in P.E. (jump rope, basketball, soccer, tag games, pullups, etc.)	Cardio games/activities, speed/strength building activities that can be done in and out of school to increase overall health as well as Fitnessgram performance.
Climbing ropes, rock wall, Tag games, speed races, dancing, fitness stations	BMI, calories in /calories out, Energy In/Energy Out	Food Identity, Bone Building Relay
group activities on u tube, fitness magazines	Muscular Strength and Muscular Endurance Tag, Muscle Snatchers	Risk Factor Four Square, Oxygen Transport, Respiration Relay, capture the oxygen

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify activities designed to improve fitness in each component of health-related fitness. What a healthy decision is in the area of health and wellness Identify and understand that personal choices and responsibility effect health and fitness	Track progress of personal health goals related to nutrition and fitness. Make healthy decisions in the area of nutrition and physical fitness Use strategies to reach one personal fitness goal based on fitness assessments.

<b>Instructional Resources:</b>	Fitnessgram (PCPF), Five For Life-Healthy Food, Healthy Balance- pgs.2.7- 2.19, Bone Building Relay pg. 3.8, Heart Health 2-5 min. run pg.1.14, Muscular Strength and Muscular Endurance Tag pg. 1.56, Five for Life- Heart Health activities-pgs. 1.30-1.34, Five for Life- Body Composition-pgs. 1.89-1.93. SPARK Fitness Challenge pgs. 5-20. SPARK Fitness Circuits- pgs. 5-19. SPARK Group Fitness- pgs.7-10, 13-14.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for 5<sup>th</sup> Grade Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	5 <sup>th</sup> Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:	PE09-GR.5-S.1-B.1	
	2. Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:	PE09-GR.5-S.1-B.2	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement	PE09-GR.5-S.2-B.1	
	2. Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations	PE09-GR.5-S.2-B.2	
	3. Demonstrate competency in the use of critical elements of fundamental and specialized movement skills	PE09-GR.5-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:	PE09-GR.5-S.3-B.1	
	2. Determine long-term benefits that may result from regular participation in physical activity:	PE09-GR.5-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. participate in physical activities that address each health-related physical fitness component	PE09-GR.5-S.4-B.1	
	2. assess personal fitness status within each health-related physical fitness component	PE09-GR.5-S.4-B.2	
	3. interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:	PE09-GR.5-S.4-B.2	
	4. evaluate the effectiveness of exercise and other factors to obtain personal fitness goals	PE09-GR.5-S.4-B.2	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. select and utilize safety principles in physical activity settings; grades 5-8 performance standards	PE09-GR.5-S.5-B.1	
	2. exhibit appropriate personal and group conduct while engaging in physical activity	PE09-GR.5-S.5-B.2	

**Curriculum Development Course at a Glance  
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	3. recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:	PE09-GR.5-S.5-B.3
	4. work cooperatively with a group to achieve group goals:	PE09-GR.5-S.5-B.4
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:	PE09-GR.5-S.6-B.1
	2. acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:	PE09-GR.5-S.6-B.2
	3. analyze how the media, particularly advertising, influences the perception of ideal body types	PE09-GR.5-S.6-B.3
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. participate in physical activity	PE09-GR.5-S.7-B.1
	2. participate in new and challenging physical activities	PE09-GR.5-S.7-B.2
	3. identify the social benefits of participation in physical activity; grades 5-8 performance standards	PE09-GR.5-S.7-B.3
	4. practice and demonstrate physical activity as a vehicle for self-expression	PE09-GR.5-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for 5<sup>th</sup> Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Skilled Movers	8 weeks	1
Cooperatives	8 weeks	2
Strategies in Team Sports	8 weeks	3
Personal Health and Lifelong Physical Activity	12 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

Focus Title	Skilled Movers	Length of Focus	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.5-S.1-B.1-PS.2	using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, “V” push, turn, stop, etc.)	
	PE09-GR.5-S.2-B.1-PS.1	describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay-up versus three-point shot; track: long distance run versus sprint, etc.)	
	Non-Assessed Performance Standards		
	PE09-GR.5-S.1-B.2-PS.2	for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner	
	PE09-GR.5-S.2-B.2-PS.1	use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.)	
	PE09-GR.5-S.2-B.3-PS.1	apply knowledge of results to correct and improve future performance	
	PE09-GR.5-S.2-B.3-PS.2	demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.)	
	PE09-GR.5-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-Gr.5-S.6-B.1-PS.1	identify/explain the role of games, sports and dance in getting to know and understand various cultures	
	PE09-GR.5-S.6-B.2-PS.3	participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.)	
	PE09-GR.5-S.7-B.3-PS.1	identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.)	
	PE09-GR.5-S.7-B.3-PS.2	appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates’ and opponents’ contributions, enjoy physical activity for its own sake, etc.)	



**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Badminton; Ping Pong; catch and throw; Golf: golf club grip. Tennis- racket grip.	track & Field, balloon hit	Jumping
White Board discussion	Tag Games	Fitness testing; Body weight fitness: Curl-up, Push-up, plank, leg-lift, squat, burpee, pacer ;circuits

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>How to combine several strategies and movement skills to succeed during individual activities.</p> <p>How changing effort affects the outcome of a sport skill</p> <p>Basic ideals of fair play, communication and rules</p>	<p>Reproduce sequences of combined strategies and movement skills to succeed during individual activities.</p> <p>Describe how changing effort affects the outcome of a sport skill</p> <p>Identify basic ideals of fair play, communication and rules</p>

<b>Instructional Resources:</b>	SPARK Chasing and Fleeing-pgs. 15-32, SPARK- Jump Rope-pgs.7-24; SPARK Flying Disc- 13-24, 29-34;
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

Focus Title	Cooperatives		Length of Focus	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.5-S.5-B.4-PS.1	Explain aspects of cooperative activities		
	Non-Assessed Performance Standards			
	PE09-GR.5-S.5-B.1-PS.2	follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations)		
	PE09-GR.5-S.5-B.2-PS.1	Identify a bullying situation and respond appropriately (i.e., refer to specific district "bully proofing" programs/parameters, go to a safe adult when in an unsafe situation, etc.)		
	PE09-GR.5-S.5-B.2-PS.2	Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.)		
	PE09-GR.5-S.5-B.2-PS.3	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.)		
	PE09-GR.5-S.5-B.3-PS.1	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.)		
	PE09-GR.5-S.5-B.3-PS.2	recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.)		
	PE09-GR.5-S.5-B.3-PS.3	list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution)		
	PE09-GR.5-S.5-B.3-PS.4	When in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.)		
	PE09-GR.5-S.5-B.4-PS.2	Participate positively in team building/cooperative activities		
	PE09-GR.5-S.5-B.4-PS.3	Apply listening skills		
	PE09-GR.5-S.5-B.4-PS.4	Explain different styles of leadership skills		

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

	PE09-GR.5-S.5-B.4-PS.6	explain what it means to be a good team player
	PE09-GR.5-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities
	PE09-GR.5-S.6-B.2-PS.4	Describe the social dynamics that occur when peers participate with partners in cooperative activities
	PE09-GR.5-S.7-B.4-PS.1	identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.)
	PE09-GR.5-S.7-B.4-PS.4	exhibit appropriate protocol during dance, fine arts or other physical activity events

**Curriculum Development Overview  
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<b>Activities:</b>		
Basketball carry	Island hopping	Trust walk
Toxic waste	Chicken soup	White Board discussion, sports
Mat cross	Frog hop	Flow Chart, All activities

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>Aspects of cooperative activities</li> <li>Appropriate strategies to work with a group in a cooperative activity</li> <li>How to identify a bullying, sexual harassment, and/or unsafe situation</li> <li>Identify positive choices</li> <li>Appropriate problem solving techniques</li> <li>Accept personal responsibilities for actions</li> </ul>	<ul style="list-style-type: none"> <li>Explain aspects of cooperative activities</li> <li>Demonstrate appropriate strategies to work with a group in a cooperative activity</li> <li>Respond appropriately to a bullying, sexual harassment and/or unsafe situation</li> <li>Make positive choices</li> <li>Demonstrate appropriate problem solving techniques</li> <li>Modify behaviors when appropriate</li> </ul>

<b>Instructional Resources:</b>	SPARK Cooperatives-pgs. 19-28, 37-38. SPARK Stunts and Tumbling-pgs. 17-18.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Physical Education**

<b>Focus Title</b>	Strategies in Team Sports		<b>Length of Focus</b>	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.5-S.1-B.1-PS.1	using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.)		
	Non-Assessed Performance Standards			
	PE09-GR.5-S.1-B.2-PS.1	for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space		
	PE09-GR.5-S.5-B.1-PS.1	use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)		
	PE09-GR.5-S.5-B.1-PS.3	follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.)		
	PE09-GR.5-S.5-B.3-PS.5	identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee’s decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.)		
	PE09-GR.5-S.6-B.1-PS.2	distinguish the differences between varying cultures and their “native” sports/activities		
	PE09-GR.5-S.6-B.2-PS.1	understand the need for game modifications to allow persons with special needs to participate		

**Activities:**

**Curriculum Development Overview  
Unit Planning for 5<sup>th</sup> Grade Physical Education**

Softball: bat grip, ball grip. , baseball/softball: run and slide ,bat grip, ball grip	Mat ball: kick placement	basketball: pivot and shoot; receive a pass and dribble
Floor hockey: hockey stick grip, forehand shot/pass/pass reception, backhand shot/pass/pass reception	volleyball bump and set	soccer: receive and control; dribble and shoot
Football: ball grip, proper carry grip		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>How to combine several strategies and movement skills to succeed during team sports</p> <p>Safety rules for games and equipment</p>	<p>Reproduce sequences of combined strategies and movement skills to succeed during team sports</p> <p>Demonstrate proper safety rules for games and equipment</p>

<b>Instructional Resources:</b>	SPARK Basketball-pgs. 15-32. SPARK Football-pgs. 17-32. SPARK Hockey- pgs. 17-34. SPARK Soccer-pgs. 15-34. SPARK Softball-pgs. 15-32. SPARK Volleyball-pgs. 15-28.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Physical Education**

Focus Title	Personal Health and Lifelong Physical Activity		Length of Focus	12 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	H09-GR.5-S.1-B.1-PS.1	describe risk factors and their association with health consequences in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	H09-GR.5-S.1-B.6-PS.1	identify health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	H09-GR.5-S.6-B.4-PS.2	set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	PE09-GR.5-S.3-B.1-PS.1	list and describe the benefits of setting personal fitness goals		
	PE09-GR.5-S.3-B.2-PS.1	comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.)		
	PE09-GR.5-S.3-B.2-PS.2	recognize the difference between anaerobic and aerobic fitness activities		
	PE09-GR.5-S.4-B.2-PS.1	comprehend personal fitness data and recognize individual strengths and weaknesses		
	Non-Assessed Performance Standards			
	H09-GR.5-S.1-B.1-PS.3	explain how personal daily choices can affect future health status		
	H09-GR.5-S.1-B.6-PS.2	identify consequences of health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	H09-GR.5-S.1-B.6-PS.3	identify ways to reduce health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, etc.)		
	H09-GR.5-S.3-B.1-PS.1	identify the significance of personal responsibility for health behaviors in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> , personal safety; mental, social and emotional well-being		

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H09-GR.5-S.6-B.4-PS.1	explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being
H09-GR.5-S.6-B.5-PS.1	evaluate how health goals in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.)
PE09-GR.5-S.3-B.1-PS.2	maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.)
PE09-GR.5-S.3-B.1-PS.3	choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warmup, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.)
PE09-GR.5-S.4-B.1-PS.1	engage in appropriate physical activity that results in the development of cardiovascular endurance
PE09-GR.5-S.4-B.1-PS.2	select appropriate fitness activities that require muscular strength and muscular endurance
PE09-GR.5-S.4-B.1-PS.3	comprehend the benefits of flexibility
PE09-GR.5-S.4-B.1-PS.4	explain the benefits of a healthy body composition
PE09-GR.5-S.4-B.3-PS.2	choose appropriate physical activities to maintain and or improve strengths and weaknesses
PE09-GR.5-S.4-B.4-PS.1	identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.)
PE09-GR.5-S.5-B.4-PS.5	demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.)
PE09-GR.5-S.5-B.4-PS.7	analyze cause and effect during physical activities
PE09-GR.5-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities
PE09-GR.5-S.6-B.3-PS.1	initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.)
PE09-GR.5-S.6-B.3-PS.2	explain/describe how media influences our consumer choices and personal/physical self-concept
PE09-GR.5-S.6-B.3-PS.3	describe differences between healthy bodies and media-generated bodies



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**Unit Planning for 5<sup>th</sup> Grade Physical Education**

	PE09-GR.5-S.6-B.3-PS.4	produce a media advertisement that promotes the benefits of an active and healthy lifestyle
	PE09-GR.5-S.7-B.1-PS.1	identify a variety of physical activities that will provide satisfaction and lead to continued participation
	PE09-GR.5-S.7-B.1-PS.2	choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.)
	PE09-GR.5-S.7-B.1-PS.3	identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.)
	PE09-GR.5-S.7-B.1-PS.4	show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc)
	PE09-GR.5-S.7-B.2-PS.1	identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc)
	PE09-GR.5-S.7-B.2-PS.2	actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.)
	PE09-GR.5-S.7-B.3-PS3	sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)
	PE09-GR.5-S.7-B.4-PS2	demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.)
	PE09-GR.5-S.7-B.4-PS3	identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.)

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<b>Activities:</b>		
Pre and Post testing, push-up, plank, curl-up, leg-lift, squats, burpees, pacer	Fitness Stations, body weight exercise circuit	Use fitness data to show improvement and/or decline
fitness testing		body weight exercise circuit, warm-up/cool down run and stretch, walk/jog/run. Yoga, Pilates, calisthenics.

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Health risks and the health consequences associated with them How to set and explain the benefits of personal health goals The difference between aerobic and anaerobic activities	List health risks and health consequences associated with them List benefits to setting and achieving personal health goals Demonstrate with activity the difference between aerobic and anaerobic

<b>Instructional Resources:</b>	SPARK aerobic games-pgs. 17-30. SPARK Fitness Challenges-pgs. 5-20. SPARK Fitness Circuits-pgs. 5-22. SPARK Group Fitness-pgs. 7-10, 13-14. SPARK walk/jog/run-pgs. 32. Fitnessgram (PCPF). Five For Life-Healthy Food, Healthy Balance- pgs.2.7- 2.19, Bone Building Relay pg. 3.8, Heart Health 2-5 min. run pg.1.14, Muscular Strength and Muscular Endurance Tag pg. 1.56, Five for Life- Heart Health activities-pgs. 1.30-1.34, Five for Life- Body Composition-pgs. 1.89-1.93.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for 6<sup>th</sup> Grade Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	6 <sup>th</sup> Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:	PE09-GR.6-S.1-B.1	
	2. Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:	PE09-GR.6-S.1-B.2	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement	PE09-GR.6-S.2-B.1	
	2. Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations	PE09-GR.6-S.2-B.2	
	3. Demonstrate competency in the use of critical elements of fundamental and specialized movement skills	PE09-GR.6-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:	PE09-GR.6-S.3-B.1	
	2. Determine long-term benefits that may result from regular participation in physical activity:	PE09-GR.6-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. participate in physical activities that address each health-related physical fitness component	PE09-GR.6-S.4-B.1	
	2. assess personal fitness status within each health-related physical fitness component	PE09-GR.6-S.4-B.2	
	3. interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:	PE09-GR.6-S.4-B.2	
	4. evaluate the effectiveness of exercise and other factors to obtain personal fitness goals	PE09-GR.6-S.4-B.2	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. select and utilize safety principles in physical activity settings; grades 5-8 performance standards	PE09-GR.6-S.5-B.1	
	2. exhibit appropriate personal and group conduct while engaging in physical activity	PE09-GR.6-S.5-B.2	

**Curriculum Development Course at a Glance  
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	3. recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:	PE09-GR.6-S.5-B.3
	4. work cooperatively with a group to achieve group goals:	PE09-GR.6-S.5-B.4
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:	PE09-GR.6-S.6-B.1
	2. acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:	PE09-GR.6-S.6-B.2
	3. analyze how the media, particularly advertising, influences the perception of ideal body types	PE09-GR.6-S.6-B.3
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. participate in physical activity	PE09-GR.6-S.7-B.1
	2. participate in new and challenging physical activities	PE09-GR.6-S.7-B.2
	3. identify the social benefits of participation in physical activity; grades 5-8 performance standards	PE09-GR.6-S.7-B.3
	4. practice and demonstrate physical activity as a vehicle for self-expression	PE09-GR.6-S.7-B.4

**Curriculum Development Course at a Glance  
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<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Skilled Movers	8 weeks	1
Cooperatives	8 weeks	2
Strategies in Team Sports	8 weeks	3
Personal Health and Lifelong Physical Activity	12 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Physical Education**

Focus Title	Skilled Movers	Length of Focus	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.6-S.1-B.2-PS.2	for dual sports, during practice and game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner	
	PE09-GR.6-S.2-B.2-PS.1	use increasingly complex skills and movements to achieve the desired level of motor skill and performances (i.e., progress from dribbling without opposition to dribbling with opposition to dribbling in a game situation, etc.)	
	Non-Assessed Performance Standards		
	PE09-GR.6-S.1-B.1-PS.2	using basic individual activity skills, students will reproduce sequences of combined skills in practice situations and modified activities (i.e., table tennis: stance, grip, serve, return-forehand/backhand; aerobic: in rhythm high step, squat step, boxes, grapevine, low march; roller blades: stand up, "V" push, turn, stop, etc.)	
	PE09-GR.6-S.2-B.1-PS.1	describe how changing effort affects the outcome of a sport skill (i.e., tennis: smash versus lob; basketball: lay-up versus three-point shot; track: long distance run versus sprint, etc.)	
	PE09-GR.6-S.2-B.3-PS.1	apply knowledge of results to correct and improve future performance	
	PE09-GR.6-S.2-B.3-PS.2	demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.)	
	PE09-GR.6-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-Gr.6-S.6-B.1-PS.1	identify/explain the role of games, sports and dance in getting to know and understand various cultures	
	PE09-GR.6-S.6-B.2-PS.3	participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.)	
	PE09-GR.6-S.7-B.3-PS.1	identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.)	
	PE09-GR.6-S.7-B.3-PS.2	appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates' and opponents' contributions, enjoy physical activity for its own sake, etc.)	

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<b>Activities:</b>		
Badminton; Ping Pong; catch and throw; Golf: golf club grip. Tennis- racket grip.	track & Field, balloon hit	Jumping
White Board discussion	Tag Games	Fitness testing; Body weight fitness: Curl-up, Push-up, plank, leg-lift, squat, burpee, pacer ;circuits

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<p>How to combine strategies and movement skills techniques to succeed during dual sport activities.</p> <p>How changing complexity of a movements affects the outcome of a performance</p> <p>Basic ideals of fair play, communication and rules</p>	<p>Reproduce sequences of combined strategies and movement skills techniques to succeed during dual sport activities.</p> <p>Using increasingly complex skills and movements to achieve a desired level of motor skill performance.</p> <p>Identify basic ideals of fair play, communication and rules</p>

<b>Instructional Resources:</b>	SPARK Chasing and Fleeing-pgs. 15-32, SPARK- Jump Rope-pgs.7-24; SPARK Flying Disc- 13-24, 29-34;
<b>assessment:</b>	
<b>Equipment:</b>	

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Focus Title	Cooperatives		Length of Focus	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.6-S.5-B.3-PS.3	list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution)		
	PE09-GR.6-S.5-B.4-PS.6	explain what it means to be a good team player		
	Non-Assessed Performance Standards			
	PE09-GR.6-S.5-B.1-PS.2	follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations)		
	PE09-GR.6-S.5-B.2-PS.1	Identify a bullying situation and respond appropriately (i.e., refer to specific district "bully proofing" programs/parameters, go to a safe adult when in an unsafe situation, etc.)		
	PE09-GR.6-S.5-B.2-PS.2	Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.)		
	PE09-GR.6-S.5-B.2-PS.3	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.)		
	PE09-GR.6-S.5-B.3-PS.1	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.)		
	PE09-GR.6-S.5-B.3-PS.2	recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.)		
	PE09-GR.6-S.5-B.3-PS.4	When in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.)		
	PE09-GR.6-S.5-B.4-PS.1	Explain aspects of cooperative activities		
	PE09-GR.6-S.5-B.4-PS.2	Participate positively in team building/cooperative activities		
	PE09-GR.6-S.5-B.4-PS.3	Apply listening skills		



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	PE09-GR.6-S.5-B.4-PS.4	Explain different styles of leadership skills
	PE09-GR.6-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities
	PE09-GR.6-S.6-B.2-PS.4	Describe the social dynamics that occur when peers participate with partners in cooperative activities
	PE09-GR.6-S.7-B.4-PS.1	identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.)
	PE09-GR.6-S.7-B.4-PS.4	exhibit appropriate protocol during dance, fine arts or other physical activity events

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<b>Activities:</b>		
Basketball carry	Island hopping	Trust walk
Toxic waste	Chicken soup	White Board discussion, sports
Mat cross	Frog hop	Flow Chart, All activities

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>coping skills for dealing with negative behaviors</li> <li>Appropriate strategies to work with a group in a cooperative activity</li> <li>What it means to be a good team player</li> <li>Identify positive choices</li> <li>Appropriate problem solving techniques</li> <li>Accept personal responsibilities for actions</li> </ul>	<ul style="list-style-type: none"> <li>List coping skills for dealing with negative behaviors</li> <li>Demonstrate appropriate strategies to work with a group in a cooperative activity</li> <li>Explain what it means to be a good team player</li> <li>Make positive choices</li> <li>Demonstrate appropriate problem solving techniques</li> <li>Modify behaviors when appropriate</li> </ul>

<b>Instructional Resources:</b>	SPARK Cooperatives-pgs. 19-28, 37-38. SPARK Stunts and Tumbling-pgs. 17-18.
<b>assessment:</b>	
<b>Equipment:</b>	

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Focus Title	Strategies in Team Sports		Length of Focus	8 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.6-S.1-B.2-PS.1		for team sports, in a practice situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to attempt to move to open space	
	PE09-GR.6-S.5-B.3-PS.5		identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee’s decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.)	
	Non-Assessed Performance Standards			
	PE09-GR.6-S.1-B.1-PS.1		using basic team sport skills, students will reproduce sequences of combined skills in practice situations and modified games (i.e., basketball: pivot and shoot; receive a pass and dribble; soccer: receive and control; dribble and shoot; baseball/softball: run and slide; catch and throw, etc.)	
	PE09-GR.6-S.5-B.1-PS.1		use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)	
	PE09-GR.6-S.5-B.1-PS.3		follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.)	
	PE09-GR.6-S.6-B.1-PS.2		distinguish the differences between varying cultures and their “native” sports/activities	
	PE09-GR.6-S.6-B.2-PS.1		understand the need for game modifications to allow persons with special needs to participate	

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<b>Activities:</b>		
Softball: bat grip, ball grip. , baseball/softball: run and slide ,bat grip, ball grip	Mat ball: kick placement	basketball: pivot and shoot; receive a pass and dribble
Floor hockey: hockey stick grip, forehand shot/pass/pass reception, backhand shot/pass/pass reception	volleyball bump and set	soccer: receive and control; dribble and shoot
Football: ball grip, proper carry grip		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
How offensive and defensive strategies work to succeed during team sports Safety rules for games and equipment Identify components of sportsmanship	Perform offensive and defensive strategies to succeed during team sports Demonstrate proper safety rules for games and equipment List components of sportsmanship

<b>Instructional Resources:</b>	SPARK Basketball-pgs. 15-32. SPARK Football-pgs. 17-32. SPARK Hockey- pgs. 17-34. SPARK Soccer-pgs. 15-34. SPARK Softball-pgs. 15-32. SPARK Volleyball-pgs. 15-28.
<b>assessment:</b>	
<b>Equipment:</b>	

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**Unit Planning for 6<sup>th</sup> Grade Physical Education**

Focus Title	Personal Health and Lifelong Physical Activity		Length of Focus	12 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	H09-GR.6-S.1-B.1-PS.3	explain how personal daily choices can affect future health status		
	H09-GR.6-S.1-B.6-PS.3	identify ways to reduce health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being (i.e., abstinence, selection of healthy food choices, etc.)		
	H09-GR.6-S.6-B.4-PS.1	explain the relationship between health behaviors and personal outcomes in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	H09-GR.6-S.6-B.4-PS.2	set and apply strategies to attain a realistic personal health goal in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being		
	PE09-GR.6-S.5-B.4-PS.6	explain what it means to be a good team player		
	PE09-GR.6-S.3-B.1-PS.2	maintain heart rate within the target heart rate zone (i.e., demonstrate proper technique of taking heart rate, explain target heart rate zone, etc.)		
	PE09-GR.6-S.3-B.1-PS.3	choose physical activities with the intent to improve and or maintain each of the following health-related fitness components: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.)		
	PE09-GR.6-S.4-B.1-PS.2	select appropriate fitness activities that require muscular strength and muscular endurance		
	PE09-GR.6-S.4-B.1-PS.3	comprehend the benefits of flexibility		
PE09-GR.6-S.4-B.1-PS.4	explain the benefits of a healthy body composition			

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	PE09-GR.6-S.4-B.3-PS.2	choose appropriate physical activities to maintain and or improve strengths and weaknesses
	Non-Assessed Performance Standards	
	H09-GR.6-S.1-B.1-PS.1	describe risk factors and their association with health consequences in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being
	H09-GR.6-S.1-B.6-PS.1	identify health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being
	H09-GR.6-S.1-B.6-PS.2	identify consequences of health risks in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being
	H09-GR.6-S.3-B.1-PS.1	identify the significance of personal responsibility for health behaviors in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> , personal safety; mental, social and emotional well-being
	H09-GR.6-S.6-B.5-PS.1	evaluate how health goals in the areas related to sexuality; <b>nutrition</b> ; alcohol, tobacco and other drug use; <b>physical activity</b> ; personal safety; mental, social and emotional well-being change as individuals grow older (i.e., as a child, teenager, adult, etc.)
	PE09-GR.6-S.3-B.1-PS.1	list and describe the benefits of setting personal fitness goals
	PE09-GR.6-S.3-B.2-PS.1	comprehend the benefits of physical activity (i.e., list and describe the health risks associated with an inactive lifestyle, list and describe the benefits of active lifestyles, etc.)
	PE09-GR.6-S.3-B.2-PS.2	recognize the difference between anaerobic and aerobic fitness activities
	PE09-GR.6-S.4-B.2-PS.1	comprehend personal fitness data and recognize individual strengths and weaknesses
	PE09-GR.6-S.4-B.1-PS.1	engage in appropriate physical activity that results in the development of cardiovascular endurance
	PE09-GR.6-S.4-B.4-PS.1	identify the components of a fitness program and apply them to personal fitness plans (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.)
	PE09-GR.6-S.5-B.4-PS.5	demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.)
	PE09-GR.6-S.5-B.4-PS.7	analyze cause and effect during physical activities

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PE09-GR.6-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities
PE09-GR.6-S.6-B.3-PS.1	initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.)
PE09-GR.6-S.6-B.3-PS.2	explain/describe how media influences our consumer choices and personal/physical self-concept
PE09-GR.6-S.6-B.3-PS.3	describe differences between healthy bodies and media-generated bodies
PE09-GR.6-S.6-B.3-PS.4	produce a media advertisement that promotes the benefits of an active and healthy lifestyle
PE09-GR.6-S.7-B.1-PS.1	identify a variety of physical activities that will provide satisfaction and lead to continued participation
PE09-GR.6-S.7-B.1-PS.2	choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.)
PE09-GR.6-S.7-B.1-PS.3	identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.)
PE09-GR.6-S.7-B.1-PS.4	show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc)
PE09-GR.6-S.7-B.2-PS.1	identify opportunities in school and community that encourage/allow for regular participation in physical activity (i.e., community bulletin boards, online searches, class discussions, etc)
PE09-GR.6-S.7-B.2-PS.2	actively choose and join in on new activities in and out of the school environment (i.e., recess, self-selection times, after-school clubs, family recreation time, etc.)
PE09-GR.6-S.7-B.3-PS3	sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)
PE09-GR.6-S.7-B.4-PS2	demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.)
PE09-GR.6-S.7-B.4-PS3	identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.)

**Curriculum Development Overview**  
**Unit Planning for 6<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Pre and Post testing, push-up, plank, curl-up, leg-lift, squats, burpees, pacer	Fitness Stations, body weight exercise circuit	Use fitness data to show improvement and/or decline
fitness testing		body weight exercise circuit, warm-up/cool down run and stretch, walk/jog/run. Yoga, Pilates, calisthenics.

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Health risks and the health consequences associated with them How to set and explain the benefits of personal health goals Comprehend the benefits of the 5 components of fitness	List health risks and health consequences associated with them List benefits to setting and achieving personal health goals Choose physical activities that utilize the 5 components of fitness

<b>Instructional Resources:</b>	SPARK aerobic games-pgs. 17-30. SPARK Fitness Challenges-pgs. 5-20. SPARK Fitness Circuits-pgs. 5-22. SPARK Group Fitness-pgs. 7-10, 13-14. SPARK walk/jog/run-pgs. 32. Fitnessgram (PCPF). Five For Life-Healthy Food, Healthy Balance- pgs.2.7- 2.19, Bone Building Relay pg. 3.8, Heart Health 2-5 min. run pg.1.14, Muscular Strength and Muscular Endurance Tag pg. 1.56, Five for Life- Heart Health activities-pgs. 1.30-1.34, Five for Life- Body Composition-pgs. 1.89-1.93.
<b>assessment:</b>	
<b>Equipment:</b>	



Curriculum Development Course at a Glance  
Planning for 7<sup>th</sup> Grade Physical Education



# Bloomfield School District

Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	7 <sup>th</sup> Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:	PE09-GR.7-S.1-B.1	
	2. Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:	PE09-GR.7-S.1-B.2	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement	PE09-GR.7-S.2-B.1	
	2. Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations	PE09-GR.7-S.2-B.2	
	3. Demonstrate competency in the use of critical elements of fundamental and specialized movement skills	PE09-GR.7-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:	PE09-GR.7-S.3-B.1	
	2. Determine long-term benefits that may result from regular participation in physical activity:	PE09-GR.7-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. participate in physical activities that address each health-related physical fitness component	PE09-GR.7-S.4-B.1	
	2. assess personal fitness status within each health-related physical fitness component	PE09-GR.7-S.4-B.2	
	3. interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:	PE09-GR.7-S.4-B.2	
	4. evaluate the effectiveness of exercise and other factors to obtain personal fitness goals	PE09-GR.7-S.4-B.2	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. select and utilize safety principles in physical activity settings; grades 5-8 performance standards	PE09-GR.7-S.5-B.1	
	2. exhibit appropriate personal and group conduct while engaging in physical activity	PE09-GR.7-S.5-B.2	

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	3. recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:	PE09-GR.7-S.5-B.3
	4. work cooperatively with a group to achieve group goals:	PE09-GR.7-S.5-B.4
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:	PE09-GR.7-S.6-B.1
	2. acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:	PE09-GR.7-S.6-B.2
	3. analyze how the media, particularly advertising, influences the perception of ideal body types	PE09-GR.7-S.6-B.3
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. participate in physical activity	PE09-GR.7-S.7-B.1
	2. participate in new and challenging physical activities	PE09-GR.7-S.7-B.2
	3. identify the social benefits of participation in physical activity; grades 5-8 performance standards	PE09-GR.7-S.7-B.3
	4. practice and demonstrate physical activity as a vehicle for self-expression	PE09-GR.7-S.7-B.4

**Curriculum Development Course at a Glance  
Planning for 7<sup>th</sup> Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Individual and partner sports	4 weeks	1
Cooperatives	3 weeks	2
Health and Fitness	7 weeks	3
Team Sports	4 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Physical Education**

Focus Title	Individual and Partner Sports	Length of Focus	4 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.7-S.1-B.1-PS.2	using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: “on belay,” 3-point contact, climb with legs, stabilize with arms, etc.)	
	PE09-GR.7-S.2-B.2-PS.1	detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities	
	Non-Assessed Performance Standards		
	PE09-GR.7-S.2-B.2-PS.2	analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome	
	PE09-GR.7-S.2-B.3-PS.1	apply knowledge of results to correct and improve future performance	
	PE09-GR.7-S.2-B.3-PS.2	demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.)	
	PE09-GR.7-S.5-B.1-PS.1	use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)	
	PE09-GR.7-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-Gr.7-S.6-B.1-PS.1	describe why certain sports/dances/activities are more prevalent in specific countries/cultures	
	PE09-Gr.7-S.6-B.1-PS.2	describe why “I” (student) participate in certain sports/dance/activities based on my culture	
	PE09-GR.7-S.6-B.2-PS.3	participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.)	
	PE09-GR.7-S.7-B.1-PS1.	identify a variety of physical activities that will provide satisfaction and lead to continued participation	
	PE09-GR.7-S.7-B.3-PS.2	appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates’ and opponents’ contributions, enjoy physical activity for its own sake, etc.)	
	PE09-GR.7-S.7-B.4-PS.1	identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.)	

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	PE09-GR.7-S.7-B.4-PS.2	demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.)
	PE09-GR.7-S.7-B.4-PS.4	exhibit appropriate protocol during dance, fine arts or other physical activity events

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
T25, performance conditioning days	Ask questions about result of the outcome of their skills just demonstrated. Clarify and review proper technique and form. Have student demonstrate technique and form.	Historical lesson and introduction to the history of the activity
Golf	Tennis, badminton, pickleball	Stunts and tumbling
Track and Field		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
How to adapt and combine skills to a variety of individual/dual activity situations Detect errors in a personal performance. Participation in Physical Activity is important	Display a combination of skills in response to a variety of individual/dual activity situations Correct errors in a personal performance Participate in Physical Activities

<b>Instructional Resources:</b>	SPARK Golf-pgs. 1-22. SPARK Racquets and Paddles-pgs. 1-28. SPARK Stunts and Tumbling-pgs. 1-12. SPARK Track and Field-pgs. 1-28.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Physical Education**

Focus Title	Cooperatives		Length of Focus	3 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.7-S.5-B.4-PS.1	Explain aspects of cooperative activities		
	Non-Assessed Performance Standards			
	PE09-GR.7-S.5-B.2-PS.1	Identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.)		
	PE09-GR.7-S.5-B.2-PS.2	Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.)		
	PE09-GR.7-S.5-B.2-PS.3	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.)		
	PE09-GR.7-S.5-B.3-PS.1	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.)		
	PE09-GR.7-S.5-B.3-PS.2	recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.)		
	PE09-GR.7-S.5-B.3-PS.3	list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution		
	PE09-GR.7-S.5-B.3-PS.4	When in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.)		
	PE09-GR.7-S.5-B.4-PS.2	Participate positively in team building/cooperative activities		
	PE09-GR.7-S.5-B.4-PS.4	Explain different styles of leadership skills		
	PE09-GR.7-S.5-B.4-PS.5	demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.)		
	PE09-GR.7-S.5-B.4-PS.6	explain what it means to be a good team player		
	PE09-GR.7-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities		
	PE09-GR.7-S.6-B.2-PS.4	Describe the social dynamics that occur when peers participate with partners in cooperative activities		
PE09-GR.7-S.6-B.3-PS.1	initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.)			

**Curriculum Development Overview  
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<b>Activities:</b>		
Human Pizza	Turnstile	Cross the pond
Radio Control	Centipede Pass	Boulder Runner
Moon Ball	Radioactive river	International mountain marathon

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Appropriate strategies to work with a group in a cooperative activity How to identify a bullying, sexual harassment, and/or unsafe situation Identify positive choices Appropriate problem solving techniques Accept personal responsibilities for actions	Demonstrate appropriate strategies to work with a group in a cooperative activity Respond appropriately to a bullying, sexual harassment and/or unsafe situation Make positive choices Demonstrate appropriate problem solving techniques Modify behaviors when appropriate

<b>Instructional Resources:</b>	SPARK Cooperatives- pgs. 1-42.
<b>assessment:</b>	
<b>Equipment:</b>	



**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Physical Education**

Focus Title	Health and Fitness	Length of Focus	7 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.7-S.3-B.1-PS.2	maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.)	
	PE09-GR.7-S.4-B.1-PS.1	analyze appropriate physical activities that result in the development of cardiovascular endurances	
	PE09-GR.7-S.4-B.1-PS.3	select appropriate flexibility activities	
	PE09-GR.7-S.4-B.2-PS.1	analyze personal fitness data and evaluate individual strengths and weaknesses	
	PE09-GR.7-S.6-B.3-PS.3	describe differences between healthy bodies and media-generated bodies	
	Non-Assessed Performance Standards		
	PE09-GR.7-S.3-B.1-PS.1	analyze and interpret personal fitness data in order to establish personal fitness/activity goals	
	PE09-GR.7-S.3-B.1-PS.3	choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.)	
	PE09-GR.7-S.3-B.2-PS.1	analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles	
	PE09-GR.7-S.3-B.2-PS.2	outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.)	
	PE09-GR.7-S.3-B.2-PS.3	compare and contrast the difference between aerobic and anaerobic fitness activities	
	PE09-GR.7-S.4-B.1-PS.2	demonstrate and identify fitness activities that require muscular strength and muscular endurance	
	PE09-GR.7-S.4-B.1-PS.4	identify the benefits of a healthy body composition versus the risks of an unhealthy body composition	
	PE09-GR.7-S.4-B.3-PS.2	generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses	
	PE09-GR.7-S.4-B.4-PS.1	analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.)	
	PE09-GR.7-S.5-B.4-PS.7	analyze cause and effect during physical activities	
	PE09-GR.7-S.6-B.3-PS.2	explain/describe how media influences our consumer choices and personal/physical self-concept	

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	PE09-GR.7-S.6-B.3-PS.4	produce a media advertisement that promotes the benefits of an active and healthy lifestyle
	PE09-GR.7-S.7-B.1-PS.2	choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.)
	PE09-GR.7-S.7-B.1-PS.3	identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.)
	PE09-GR.7-S.7-B.1-PS.4	show a desire to improve one's own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc)
	PE09-GR.7-S.7-B.2-PS.1	develop a matrix of available school and community physical activity resources
	PE09-GR.7-S.7-B.3-PS3	sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)
	PE09-GR.7-S.7-B.4-PS3	identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.)

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Unit Planning for 7<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Fitness Circuits, conditioning days, & Mile walks	Warm-up Activities: Static stretching and dynamic stretching	Presidential Fitness Test: Pre and Post
At School Self-Selection activities, lunch time, before school, family recreation	Fitness level assessments, teacher feedback assessments	Boys & Girls Club, YAFL, summer activities, and school athletics
Class discussions	Healthy Habits for life, Functional Training	Goal Setting for Life

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>How to calculate target heart rate zone and how it applies to cardiovascular endurance</li> <li>Know different flexibility activities</li> <li>Analyze personal fitness data</li> <li>The difference between healthy bodies and media generated bodies</li> </ul>	<ul style="list-style-type: none"> <li>Apply personal target heart rate data into physical activity with the goal of improved cardiovascular endurance</li> <li>Select appropriate flexibility activities</li> <li>Evaluate individual strengths and weaknesses based on fitness data</li> <li>Describe the difference between healthy bodies and media generated bodies</li> </ul>

<b>Instructional Resources:</b>	SPARK Fitness-pgs. 1-50. Five for Life: Cardiorespiratory endurance-pgs. 1.8-1.11, Muscular strength and endurance-pgs. 1.13-1.18, Flexibility-pgs. 1.20-1.25, Body Composition-pgs. 1.27-1.34. Five for Life: Healthy habits for life-pgs. 2.34-2.44. Muscles for Life-pgs. 3.31-3.40, Cardiorespiratory endurance for life-pgs. 3.53-3.67. Five for Life: Functional Training-pgs. 4.7-4.14, Circuit training-pgs. 4.51-4.75, Goal Setting for Life-pgs. 4.148-4.163. Fitnessgram (PCPF).
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 7<sup>th</sup> Grade Physical Education**

Focus Title	Team Sports	Length of Focus	4 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.7-S.2-B.1-PS.1	describe how spatial relationships with other players affect outcomes during playing situations (i.e., badminton: up and back or side by side position; basketball: one on one or zone; soccer: outcomes of passing and receiving, etc.)	
	Non-Assessed Performance Standards		
	PE09-GR.7-S.1-B.1-PS.1	using basic team sport skills, students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.)	
	PE09-GR.7-S.1-B.2-PS.1	for team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space	
	PE09-GR.7-S.1-B.2-PS.2	for dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner	
	PE09-GR.7-S.5-B.1-PS.2	follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.)	
	PE09-GR.7-S.5-B.1-PS.3	follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.)	
	PE09-GR.7-S.5-B.3-PS.5	identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.)	
	PE09-GR.7-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-GR.7-S.6-B.1-PS.3	research and present an unfamiliar game or dance from another country	
	PE09-GR.7-S.6-B.2-PS.1	understand the need for game modifications to allow persons with special needs to participate	
	PE09-GR.7-S.7-B.2-PS.2.	demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.)	

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	PE09-GR.7-S.7-B.3-PS.1	identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.)
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**Curriculum Development Overview  
Unit Planning for 7<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Flag Football- throwing, catching, hiking, and kicking. - defense plays & offense plays, Passer/Catcher, Offside	Basketball- Passer/Catcher, man-to-man defense & zone, offense vs defense, guard vs forward, dribbling, shooting, passing Teams rules for all	Soccer- Pass/Trap, Offside, forward, mid, defense, goalie, offense/defense, rules of game.
Table Tennis - identify where servers location, Short court	Softball- Passer/Catcher, defense locations, position vs different position, hitting, safety rules	Volleyball - passing, setting, serving, spiking, basic rotations, identify where front and back row players are
Frisbee - hand position, 2 hand catching, various types of throwing , review offside, Passer/Catcher		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
How spatial relations with others can affect a game or sport outcome What it means to be a good sport	Describe different spatial relationships with others and how they can affect the outcome of a game. Demonstrate the ability to apply concepts of good sportsmanship

<b>Instructional Resources:</b>	SPARK Basketball-pgs. 1-40. Flying Disc-pgs. 1-30. Football-pgs. 1-24. Soccer-pgs. 1-32. Softball-pgs. 1-28. Volleyball-pgs. 1-32. World Games-pgs. 1-2, 5-8, 9-14, 21-36.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
Planning for 8<sup>th</sup> Grade Physical Education



# Bloomfield School District

Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	8 <sup>th</sup> Grade
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. Demonstrate proficiency in combining basic skills for participating in a variety of physical fitness activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:	PE09-GR.8-S.1-B.1	
	2. Demonstrate proficiency using basic offensive and defensive strategies while playing a modified version of a learned team and individual sport:	PE09-GR.8-S.1-B.2	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. Demonstrate competency in the use of the concepts of body, effort, space and relationships in movement	PE09-GR.8-S.2-B.1	
	2. Demonstrate competency in the use of motor skills, motor behaviors and motor learning concepts in increasingly complex movement situations	PE09-GR.8-S.2-B.2	
	3. Demonstrate competency in the use of critical elements of fundamental and specialized movement skills	PE09-GR.8-S.2-B.3	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. be able to set personal physical activity goals and participate in individualized programs of physical activity and exercise:	PE09-GR.8-S.3-B.1	
	2. Determine long-term benefits that may result from regular participation in physical activity:	PE09-GR.8-S.3-B.2	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. participate in physical activities that address each health-related physical fitness component	PE09-GR.8-S.4-B.1	
	2. assess personal fitness status within each health-related physical fitness component	PE09-GR.8-S.4-B.2	
	3. interpret the results of physical fitness assessments and use this information to develop individualized physical fitness goals with guidance from the teacher:	PE09-GR.8-S.4-B.2	
	4. evaluate the effectiveness of exercise and other factors to obtain personal fitness goals	PE09-GR.8-S.4-B.2	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. select and utilize safety principles in physical activity settings; grades 5-8 performance standards	PE09-GR.8-S.5-B.1	
	2. exhibit appropriate personal and group conduct while engaging in physical activity	PE09-GR.8-S.5-B.2	

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Planning for 8<sup>th</sup> Grade Physical Education**

	3. recognize the influence of peer pressure and make appropriate decisions using problem-solving techniques to resolve conflict:	PE09-GR.8-S.5-B.3
	4. work cooperatively with a group to achieve group goals:	PE09-GR.8-S.5-B.4
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>		
	1. identify the contribution that physical activity plays in multicultural/ethnic awareness and in the acceptance of all peers:	PE09-GR.8-S.6-B.1
	2. acknowledge all people of different gender, culture, ethnicity and disability and seek to learn more about both similarities and differences:	PE09-GR.8-S.6-B.2
	3. analyze how the media, particularly advertising, influences the perception of ideal body types	PE09-GR.8-S.6-B.3
<b>Content Standard 7: Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</b>		
	1. participate in physical activity	PE09-GR.8-S.7-B.1
	2. participate in new and challenging physical activities	PE09-GR.8-S.7-B.2
	3. identify the social benefits of participation in physical activity; grades 5-8 performance standards	PE09-GR.8-S.7-B.3
	4. practice and demonstrate physical activity as a vehicle for self-expression	PE09-GR.8-S.7-B.4



**Curriculum Development Course at a Glance  
Planning for 8<sup>th</sup> Grade Physical Education**

<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Individual and partner sports	4 weeks	1
Cooperatives	3 weeks	2
Health and Fitness	7 weeks	3
Team Sports	4 weeks	4

**Curriculum Development Overview**  
**Unit Planning for 8<sup>th</sup> Grade Physical Education**

Focus Title	Individual and Partner Sports	Length of Focus	4 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.8-S.2-B.2-PS.2	analyze a task to identify movement skills, how they are sequenced and how they are applied to produce a desired outcome	
	Non-Assessed Performance Standards		
	PE09-GR.8-S.1-B.1-PS.2	using basic individual activity skills, students will display a combination of skills in response to a variety of activity situations (i.e., tennis: serve, center court, forehand; golf: drive, chip, pitch, putt determined by lay of the ball; wall climbing: “on belay,” 3-point contact, climb with legs, stabilize with arms, etc.)	
	PE09-GR.8-S.2-B.2-PS.1	detect and correct errors in personal performance, based on knowledge of results, while participating in selected activities	
	PE09-GR.8-S.2-B.3-PS.1	apply knowledge of results to correct and improve future performance	
	PE09-GR.8-S.2-B.3-PS.2	demonstrate ability to analyze a movement pattern by using knowledge of its critical elements (i.e., self-analysis and peer observation, etc.)	
	PE09-GR.8-S.5-B.1-PS.1	use equipment appropriately (i.e., use specific equipment for intended purposes, proper care and management of equipment, etc.)	
	PE09-GR.8-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-GR.8-S.6-B.1-PS.1	describe why certain sports/dances/activities are more prevalent in specific countries/cultures	
	PE09-GR.8-S.6-B.1-PS.2	describe why “I” (student) participate in certain sports/dance/activities based on my culture	
	PE09-GR.8-S.6-B.2-PS.3	participate in games/activities in which handicapping conditions are simulated (i.e., wheelchair basketball, etc.)	
	PE09-GR.8-S.7-B.1-PS1.	identify a variety of physical activities that will provide satisfaction and lead to continued participation	
	PE09-GR.8-S.7-B.3-PS.2	appreciate the challenging aspects of competition with self and others (i.e., praise opponents, accept teammates’ and opponents’ contributions, enjoy physical activity for its own sake, etc.)	
	PE09-GR.8-S.7-B.4-PS.1	identify and use a variety of physical activities and movements to communicate ideas and feelings (i.e., dance, sports, gymnastics, intensity levels, etc.)	

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Unit Planning for 8<sup>th</sup> Grade Physical Education**

	PE09-GR.8-S.7-B.4-PS.2	demonstrate aesthetic appreciation of skilled movement of the body (i.e., create body silhouettes, etc.)
	PE09-GR.8-S.7-B.4-PS.4	exhibit appropriate protocol during dance, fine arts or other physical activity events

<b>Activities:</b>		
T25, performance conditioning days	Ask questions about result of the outcome of their skills just demonstrated. Clarify and review proper technique and form. Have student demonstrate technique and form.	Historical lesson and introduction to the history of the activity
Golf	Tennis, badminton, pickleball	Stunts and tumbling
Track and Field		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
How to adapt and combine skills to a variety of individual/dual activity situations How to sequence and apply movement skills to produce a desired outcome. Participation in Physical Activity is important	Display a combination of skills in response to a variety of individual/dual activity situations Analyze a task to identify movement skills and how they are sequenced to produce a desired outcome. Participate in Physical Activities

<b>Instructional Resources:</b>	SPARK Golf-pgs. 1-22. SPARK Racquets and Paddles-pgs. 1-28. SPARK Stunts and Tumbling-pgs. 1-12. SPARK Track and Field-pgs. 1-28.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 8<sup>th</sup> Grade Physical Education**

Focus Title	Cooperatives	Length of Focus	3 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.8-S.5-B.4-PS.4	Explain different styles of leadership skills	
	Non-Assessed Performance Standards		
	PE09-GR.8-S.5-B.2-PS.1	Identify a bullying situation and respond appropriately (i.e., refer to specific district “bully proofing” programs/parameters, go to a safe adult when in an unsafe situation, etc.)	
	PE09-GR.8-S.5-B.2-PS.2	Identify a sexual harassment situation and respond appropriately (i.e., refer to specific district regulations/policies, go to a safe adult when in an unsafe situation, demonstrate use of appropriate language and personal contact during physical activities, etc.)	
	PE09-GR.8-S.5-B.2-PS.3	Accept responsibility for own actions and modify behaviors accordingly (i.e., take self out of negative situation, go to a safe adult in an unsafe situation, etc.)	
	PE09-GR.8-S.5-B.3-PS.1	Identify/make positive choices in a variety of physical education settings (i.e., no teasing, name calling - use positive language, follow physical safety rules, follow all game/activity rules, etc.)	
	PE09-GR.8-S.5-B.3-PS.2	recognize and ignore poor behavior choices of peers (i.e., identify bullying behaviors, identify sexual harassment behaviors, etc.)	
	PE09-GR.8-S.5-B.3-PS.3	list coping skills for dealing with negative behaviors (i.e., bully proofing, sexual harassment awareness, peer mediation, conflict resolution	
	PE09-GR.8-S.5-B.3-PS.4	When in conflict, use appropriate problem-solving techniques (i.e., conflict mediation, cooperative discipline techniques, small group discussion/processing, etc.)	
	PE09-GR.8-S.5-B.4-PS.1	Explain aspects of cooperative activities	
	PE09-GR.8-S.5-B.4-PS.2	Participate positively in team building/cooperative activities	
	PE09-GR.8-S.5-B.4-PS.5	demonstrate importance of positive attitudes (i.e., communication, body language and listening skills, etc.)	
	PE09-GR.8-S.5-B.4-PS.6	explain what it means to be a good team player	
	PE09-GR.8-S.6-B.2-PS.2	Recognize the diverse attributes of age, race, ethnicity, gender and ability level and acknowledge how these differences can enhance group activities	
	PE09-GR.8-S.6-B.2-PS.4	Describe the social dynamics that occur when peers participate with partners in cooperative activities	
	PE09-GR.8-S.6-B.3-PS.1	initiate discussion of media influences on behavior choices (i.e., print, radio, TV, etc.)	

**Curriculum Development Overview  
Unit Planning for 8<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Human Pizza	Turnstile	Cross the pond
Radio Control	Centipede Pass	Boulder Runner
Moon Ball	Radioactive river	International mountain marathon

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Different styles of Leadership skills Appropriate strategies to work with a group in a cooperative activity How to identify a bullying, sexual harassment, and/or unsafe situation Identify positive choices Appropriate problem solving techniques Accept personal responsibilities for actions	Explain different styles of leadership skills Demonstrate appropriate strategies to work with a group in a cooperative activity Respond appropriately to a bullying, sexual harassment and/or unsafe situation Make positive choices Demonstrate appropriate problem solving techniques Modify behaviors when appropriate

<b>Instructional Resources:</b>	SPARK Cooperatives- pgs. 1-42.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for 8<sup>th</sup> Grade Physical Education**

Focus Title	Health and Fitness	Length of Focus	7 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.8-S.3-B.1-PS.1	analyze and interpret personal fitness data in order to establish personal fitness/activity goals	
	PE09-GR.8-S.3-B.1-PS.3	choose and record levels of participation in physical activities with the intent to improve and or maintain each of the following components of health-related fitness: muscular strength (i.e., push-ups, thera-bands, weights, pull-ups, tumbling, etc.); endurance (i.e., running, aerobic activities, etc.); flexibility (i.e., stretching/warm-up, cool-down activities, tumbling, etc.); cardiovascular (i.e., running and aerobic activities, etc.); body composition (i.e., toning activities, aerobic/anaerobic activities, weight training, etc.)	
	PE09-GR.8-S.3-B.2-PS.3	compare and contrast the difference between aerobic and anaerobic fitness activities	
	PE09-GR.8-S.4-B.1-PS.2	demonstrate and identify fitness activities that require muscular strength and muscular endurance	
	PE09-GR.8-S.4-B.1-PS.4	identify the benefits of a healthy body composition versus the risks of an unhealthy body composition	
	PE09-GR.8-S.4-B.3-PS.2	generate an appropriate physical fitness plan to maintain and or improve strengths and weaknesses	
	PE09-GR.8-S.6-B.3-PS.4	produce a media advertisement that promotes the benefits of an active and healthy lifestyle	
	PE09-GR.8-S.7-B.1-PS.4	show a desire to improve one’s own physical ability, fitness level and performance (i.e., fitness journals, activity calendars, fitness level assessments, etc)	
	Non-Assessed Performance Standards		
	PE09-GR.8-S.3-B.1-PS.2	maintain heart rate within the target heart rate zone (i.e., apply personal target heart rate data into an individualized personal physical activity, etc.)	
	PE09-GR.8-S.3-B.2-PS.1	analyze and illustrate the benefits of physical activity (i.e., differentiate inactive versus active lifestyles	
	PE09-GR.8-S.3-B.2-PS.2	outline the health risk factors associated with an inactive lifestyle versus an active lifestyle, etc.)	
	PE09-GR.8-S.4-B.1-PS.1	analyze appropriate physical activities that result in the development of cardiovascular endurances	
	PE09-GR.8-S.4-B.1-PS.3	select appropriate flexibility activities	

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	PE09-GR.8-S.4-B.2-PS.1	analyze personal fitness data and evaluate individual strengths and weaknesses
	PE09-GR.8-S.4-B.4-PS.1	analyze the effectiveness of current fitness programs and revise physical fitness activities to meet fitness goals (i.e., include more aerobic activities, adjust sets and reps in strength programs, etc.)
	PE09-GR.8-S.5-B.4-PS.7	analyze cause and effect during physical activities
	PE09-GR.8-S.6-B.3-PS.2	explain/describe how media influences our consumer choices and personal/physical self-concept
	PE09-GR.8-S.6-B.3-PS.3	describe differences between healthy bodies and media-generated bodies
	PE09-GR.8-S.7-B.1-PS.2	choose to participate consistently in games, sports, dance and outdoor activities, both in and out of school, based on individual interests and capabilities (i.e., at school during self-selection times, after-school free time, teams, lessons, family recreation, etc.)
	PE09-GR.8-S.7-B.1-PS.3	identify benefits of participating in physical activities throughout one's lifetime (i.e., discussion, lists, outline, role playing, etc.)
	PE09-GR.8-S.7-B.2-PS.1	develop a matrix of available school and community physical activity resources
	PE09-GR.8-S.7-B.3-PS3	sharing feelings of satisfaction felt as a result of physical activity (i.e., improved individual self-esteem, good feelings gained from being part of a team, activity journals, class discussions, etc.)
	PE09-GR.8-S.7-B.4-PS3	identify and describe personal feelings resulting from participation in physical activity (i.e., journals, activity calendars, peer mentoring, class discussions, etc.)

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Unit Planning for 8<sup>th</sup> Grade Physical Education**

<b>Activities:</b>		
Fitness Circuits, conditioning days, & Mile walks	Warm-up Activities: Static stretching and dynamic stretching	Presidential Fitness Test: Pre and Post
At School Self-Selection activities, lunch time, before school, family recreation	Fitness level assessments, teacher feedback assessments	Boys & Girls Club, YAFL, summer activities, and school athletics
Class discussions	Healthy Habits for life, Functional Training	Goal Setting for Life

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Analyze personal fitness data in order to establish personal fitness/activity goals The benefits of an active and healthy lifestyle Activities that improve or maintain the 5 components of fitness The difference between aerobic and anaerobic fitness activities.	Interpret individual strengths and weaknesses based on fitness data Produce a media advertisement that promotes the benefits of an active and healthy lifestyle Choose and record the levels of participation of activities that improve or maintain the 5 components of fitness Compare and contrast the difference between aerobic and anaerobic fitness activities

<b>Instructional Resources:</b>	SPARK Fitness-pgs. 1-50. Five for Life: Cardiorespiratory endurance-pgs. 1.8-1.11, Muscular strength and endurance-pgs. 1.13-1.18, Flexibility-pgs. 1.20-1.25, Body Composition-pgs. 1.27-1.34. Five for Life: Healthy habits for life-pgs. 2.34-2.44. Muscles for Life-pgs. 3.31-3.40, Cardiorespiratory endurance for life-pgs. 3.53-3.67. Five for Life: Functional Training-pgs. 4.7-4.14, Circuit training-pgs. 4.51-4.75, Goal Setting for Life-pgs. 4.148-4.163. Fitnessgram (PCPF).
<b>assessment:</b>	
<b>Equipment:</b>	



**Curriculum Development Overview**  
**Unit Planning for 8<sup>th</sup> Grade Physical Education**

Focus Title	Team Sports	Length of Focus	4 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards		
	PE09-GR.8-S.2-B.1-PS.1	describe how spatial relationships with other players affect outcomes during playing situations (i.e., badminton: up and back or side by side position; basketball: one on one or zone; soccer: outcomes of passing and receiving, etc.)	
	Non-Assessed Performance Standards		
	PE09-GR.8-S.1-B.1-PS.1	using basic team sport skills, students will display a combination of skills in response to a variety of game situations (i.e., basketball: receive, pivot, dribble, shoot; soccer: receive, control, dribble, pass/shoot; baseball/softball: batting, base running, sliding, etc.)	
	PE09-GR.8-S.1-B.2-PS.1	for team sports, in a game situation, defensive players will show and maintain proper position and techniques while offensive players use practiced plays and deception to move to open space	
	PE09-GR.8-S.1-B.2-PS.2	for dual sports, during game situations, students will reproduce sequences of basic techniques and skills consisting of: foot work, court position, offensive and defensive strokes, placement of projectile and court position in relation to partner	
	PE09-GR.8-S.5-B.1-PS.2	follow general classroom and specific activity rules (i.e., treat each other with respect, honor specific boundaries, use appropriate personal contact, positive response to teachers' instruction/comments, distinguish between compliance and non-compliance with rules and regulations and apply agreed-upon consequences when officiating, etc.)	
	PE09-GR.8-S.5-B.1-PS.3	follow established emergency procedures (i.e., first aid, fire drills, etc.); wear appropriate activity attire properly (i.e., shoes and socks, clothing specific to activity, clothing specific to school and district rules, no potentially harmful accessories, etc.)	
	PE09-GR.8-S.5-B.3-PS.5	identify and list components of sportsmanship (i.e., differentiate between positive and negative sportsmanship, fair play, respect referee's decision, understand importance of following rules, adhere to good sportsmanship concepts/ideas, etc.)	
	PE09-GR.8-S.5-B.3-PS.6	demonstrate ability to apply concepts of good sportsmanship (i.e., as participant, as spectator, as referee, as coach, etc.)	
	PE09-GR.8-S.6-B.1-PS.3	research and present an unfamiliar game or dance from another country	
	PE09-GR.8-S.6-B.2-PS.1	understand the need for game modifications to allow persons with special needs to participate	
PE09-GR.8-S.7-B.2-PS2.	demonstrate a willingness to try an unfamiliar position within the context of a practice or a game situation (i.e., offense versus defense, guard versus forward, catcher versus pitcher, etc.)		

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	PE09-GR.8-S.7-B.3-PS.1	identify basic ideals of fair play, acceptance of rules and group communication (i.e., give appropriate feedback to partners and teammates, etc.)
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<b>Activities:</b>		
Flag Football- throwing, catching, hiking, and kicking. - defense plays & offense plays, Passer/Catcher, Offside	Basketball- Passer/Catcher, man-to-man defense & zone, offense vs defense, guard vs forward, dribbling, shooting, passing Teams rules for all	Soccer- Pass/Trap, Offside, forward, mid, defense, goalie, offense/defense, rules of game.
Table Tennis - identify where servers location, Short court	Softball- Passer/Catcher, defense locations, position vs different position, hitting, safety rules	Volleyball - passing, setting, serving, spiking, basic rotations, identify where front and back row players are
Frisbee - hand position, 2 hand catching, various types of throwing , review offside, Passer/Catcher		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Basic team and dual sport skills and how to combine the skills for success in a game situation. Defensive and offensive strategies	Demonstrate the use of skill combinations in response to a variety of game situations Show and maintain proper position and technique as a defensive player

<b>Instructional Resources:</b>	SPARK Basketball-pgs. 1-40. Flying Disc-pgs. 1-30. Football-pgs. 1-24. Soccer-pgs. 1-32. Softball-pgs. 1-28. Volleyball-pgs. 1-32. World Games-pgs. 1-2, 5-8, 9-14, 21-36.
<b>assessment:</b>	
<b>Equipment:</b>	

Curriculum Development Course at a Glance  
 Planning for High School Physical Education



**Bloomfield School District**  
 Extending Excellence, Expanding Opportunities

Content Area	Physical Education	Grade Level	High School
Standard	Benchmark	Benchmark Code	
<b>Content Standard 1: Demonstrates competency in many movement forms and proficiency in a few movement forms.</b>			
	1. demonstrate proficiency in at least one activity from three of the six following categories of activities: aquatics, dance, outdoor pursuits, individual activities/sports and team activities/sports:	PE09-GR.HS-S.1-B.1	
<b>Content Standard 2: Applies movement concepts and principles to the learning and development of motor skills.</b>			
	1. apply scientific principles to learn and improve skills; grades 9-12 performance standards:	PE09-GR.HS-S.2-B.1	
<b>Content Standard 3: Exhibits knowledge and ability to participate in a physically active lifestyle.</b>			
	1. participate in physical activities which contribute to the attainment of personal goals and the maintenance of wellness:	PE09-GR.HS-S.3-B.1	
	2. monitor exercise, eating and other behaviors related to a healthy lifestyle:	PE09-GR.HS-S.3-B.2	
	3. understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes:	PE09-GR.HS-S.3-B.3	
	4. use scientific knowledge to analyze personal characteristics that relate to participation in physical activities:	PE09-GR.HS-S.3-B.4	
<b>Content Standard 4: Achieves and maintains a health-enhancing level of physical fitness.</b>			
	1. recognize the importance of participation in physical activity on a regular basis:	PE09-GR.HS-S.4-B.1	
	2. demonstrate independence in assessing, achieving and maintaining personal health-related fitness goals:	PE09-GR.HS-S.4-B.2	
	3. design personal fitness programs that encompass all health-related physical fitness components:	PE09-GR.HS-S.4-B.2	
<b>Content Standard 5: Demonstrates responsible personal and social behavior in physical activity settings.</b>			
	1. identify and evaluate risks and safety factors that may affect physical activity choices throughout the life cycle:	PE09-GR.HS-S.5-B.1	
	2. initiate independent and responsible personal behavior in physical activity settings:	PE09-GR.HS-S.5-B.2	
	3. recognize the influence of peer pressure and exhibit appropriate strategies for conflict resolution,;	PE09-GR.HS-S.5-B.3	
	4. accept leadership responsibility and a willingness to follow, as appropriate, in order to accomplish group goals::	PE09-GR.HS-S.5-B.4	
<b>Content Standard 6: Demonstrates understanding and respect for differences among people in physical activity settings.</b>			
	1. identify the effects of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity	PE09-GR.HS-S.6-B.1	

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	choices and participation::	
	2. develop strategies for including persons of diverse backgrounds and abilities in physical activity::	PE09-GR.HS-S.6-B.2
	3. evaluate how the media, particularly advertising, influence the perception of the ideal body types:	PE09-GR.HS-S.6-B.3
<b>Content Standard 7:</b> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.		
	1. Maintain and improve physical fitness, motor skills and knowledge about physical activity:	PE09-GR.HS-S.7-B.1
	2. evaluate the importance of physical activity and healthy nutrition as part of one's lifestyle:	PE09-GR.HS-S.7-B.2
	3. analyze time, cost and accessibility factors related to regular participation in physical activities:	PE09-GR.HS-S.7-B.3
	4. recognize the feelings that result from physical activity participation:	PE09-GR.HS-S.7-B.4

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<b>FOCUS</b>	<b>Length of Focus/Contact Hours</b>	<b>Focus/Sequence</b>
Cooperation and Respect	4 weeks	1
Health Lifestyle	22 weeks	2
Analysis of Movement	10 weeks	3

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Focus Title	Cooperation and Respect		Length of Focus	4 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Non-Assessed Performance Standards			
	PE09-GR.HS-S.5-B.2-PS.1	follow general classroom and specific activity rules to insure physical and emotional safety		
	PE09-GR.HS-S.5-B.3-PS.1	demonstrate the ability to make responsible decisions regardless of peer pressure		
	PE09-GR.HS-S.5-B.3-PS.2	accept consequences of personal choices		
	PE09-GR.HS-S.5-B.3-PS.3	openly discuss conflicts with the teacher and others involved while using conflict resolution skills		
	PE09-GR.HS-S.5-B.4-PS.1	distinguish between group member roles (e.g. leader, follower, etc.) and act accordingly to accomplish group goals		
	PE09-GR.HS-S.6-B.1-PS.2	acknowledge the attributes that individuals with differences bring to a group		
	PE09-GR.HS-S.6-B.2-PS.1	recognize the importance of working cooperatively with persons of diverse backgrounds and abilities during any activity		
	PE09-GR.HS-S.6-B.2-PS.2	display a sensitive attitude and a willingness to participate with others in physical activities		

**Curriculum Development Overview  
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<b>Activities:</b>		
Zip Zap	Frogger	Dead Ant Tag
Mat cross		

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Know how to resist peer pressure Appropriate strategies to work with a group in a cooperative activity Appropriate problem solving techniques Accept personal responsibilities for actions	Make responsible decisions regardless of peer pressure Demonstrate appropriate strategies to work with a group in a cooperative activity Demonstrate appropriate problem solving techniques Modify behaviors when appropriate

<b>Instructional Resources:</b>	Project Adventure High School- pgs. 31, 212,215.
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview**  
**Unit Planning for High School Physical Education**

Focus Title	Healthy Lifestyle		Length of Focus	22 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance Standards			
	PE09-GR.HS-S.3-B.1-PS.2	maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.)		
	PE09-GR.HS-S.3-B.3-PS.2	create a physical activity and nutrition plan for the different stages of life based on personal health history, areas of interest and desired individual outcomes		
	PE09-GR.HS-S.3-B.4-PS.1	use technology and scientific methods to collect data in order to analyze personal physical activity patterns (i.e., pedometers, heart rate monitors, activity-gram, etc.)		
	PE09-GR.HS-S.3-B.4-PS.2	analyze different physical activities to determine a well-balanced health-related fitness program to help enhance overall fitness (i.e., cardiovascular, muscular endurance, muscular strength, flexibility activities, etc.)		
	PE09-GR.HS-S.4-B.2-PS.1	demonstrate the ability and knowledge to self-assess health-related fitness levels (i.e., resting heart rate, recovery heart rate, target heart rate, heart rate zone, muscular strength, endurance, flexibility, body composition, etc.) based upon health-related fitness criteria (i.e., develop strategies for achieving and maintaining a personal fitness program)		
	PE09-GR.HS-S.4-B.3-PS.2	provide rationale for the principles of frequency, intensity, time and type		
	PE09-GR.HS-S.4-B.3-PS.4	create a scientifically-based personal fitness program that encompasses cardiovascular, muscular strength, muscular endurance, flexibility and body composition principles in the fitness plan		
	PE09-GR.HS-S.7-B.2-PS.1	identify key reasons to develop and maintain physical activity and healthy eating habits		
	Non-Assessed Performance Standards			
	PE09-GR.HS-S.2-B.1-PS.2	explain the principles of exercise science and demonstrate the understanding of physiological changes that occur to the body due to the efficiency of movement, training and the aging process		
	PE09-GR.HS-S.3-B.1-PS.1	identify realistic personal fitness goals based on a pre-assessment		
	PE09-GR.HS-S.3-B.2-PS.1	demonstrate an understanding of chronic sedentary diseases and at-risk behaviors (i.e., smoking, alcohol consumption, drug use, etc.) as they pertain to health-related fitness (i.e., track, identify and draw conclusions about personal nutrition and physical activity and how it relates to one's personal health, etc.)		



**Curriculum Development Overview**  
**Unit Planning for High School Physical Education**

PE09-GR.HS-S.3-B.3-PS.1	identify and explain the physiological challenges and metabolic changes that occur to the human body across the lifespan
PE09-GR.HS-S.4-B.1-PS.1	maintain a personal fitness program by using exercise strategies (i.e., goal statements, graphs, charts, software, log books, etc.)
PE09-GR.HS-S.4-B.3-PS.1	provide rationale for the use of scientific concepts in the development of one's fitness program
PE09-GR.HS-S.4-B.3-PS.3	demonstrate a knowledge base on training principles (i.e., progression, overload, specificity, etc.)
PE09-GR.HS-S.6-B.1-PS.1	discuss why social differences and other aspects keep young adults from participating in an active lifestyle
PE09-GR.HS-S.6-B.3-PS.1	recognize that media messages are trying to sell products
PE09-GR.HS-S.6-B.3-PS.2	know that billboards, magazines and television will show idealistic body types
PE09-GR.HS-S.6-B.3-PS.3	critically analyze advertising messages; create print ads endorsing healthy lifestyles
PE09-GR.HS-S.7-B.1-PS.1	select activities that are enjoyable and promote fitness
PE09-GR.HS-S.7-B.1-PS.2	identify activities that best fit their individual needs
PE09-GR.HS-S.7-B.1-PS.3	choose activities outside of school that provide challenges and social interaction
PE09-GR.HS-S.7-B.1-PS.4	recognize intrinsic value of physical activity
PE09-GR.HS-S.7-B.2-PS.2	recognize the connections with lifestyle choices regarding activity and nutrition and the impact on health
PE09-GR.HS-S.7-B.3-PS.1	identify barriers and enablers to regular physical activity specific to his or her situation
PE09-GR.HS-S.7-B.3-PS.2	create a time management plan to facilitate regular physical activity participation
PE09-GR.HS-S.7-B.4-PS.1	reflect on reasons for choosing to participate in selected physical activity
PE09-GR.HS-S.7-B.4-PS.2	create self-rewards for achieving personal fitness goals
PE09-GR.HS-S.7-B.4-PS.3	experience the feeling of satisfaction about personal fitness accomplishments
PE09-GR.HS-S.7-B.4-PS.4	evaluate the physical, social and psychological benefits of a healthy and active lifestyle

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

<b>Activities:</b>		
Fitness testing,	Basketball (dribbling, shooting, passing, catching),	Swimming (front stroke, backstroke, butterfly stroke, diving)
Weight Training (bench press, squats, cleans, multiple auxiliary movements with weight resistance)	Ultimate Frisbee (pivoting, throwing, catching)	Golf (swing mechanics, ball striking)
Badminton (forehand, backhand, overhead, serving),	Training principles	5 components of fitness

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Know the FITT Principle How to create a personal fitness and nutrition program that incorporates all 5 component of fitness. How to self-assess health-related fitness levels	Identify the FITT Principle Create a personal fitness and nutrition program that incorporates all 5 component of fitness. Demonstrate the ability to self-assess health-related fitness levels.

<b>Instructional Resources:</b>	SPARK Badminton-pgs. 1-22. SPARK Basketball-pgs. 1-22. SPARK Flying Disc-pgs. 1-20. Five for Life: Section 1- pgs. 1.8-1.29. Training Principles-pgs. 1.34-1.44. Section 2- pgs. 2.6-2.13, 2.21-2.27. Section 4- pgs. 4.42-4.75. Fitnessgram (PCPF).
<b>assessment:</b>	
<b>Equipment:</b>	

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

Focus Title	Analysis of Movement		Length of Focus	10 weeks
<b>Standards and Performance Standards Addressed in this Unit</b>	Assessed Performance standards			
	PE09-GR.HS-S.1-B.1-PS.1	identify the critical elements contained in the preparatory, action and follow-through phases of movement		
	PE09-GR.HS-S.1-B.1-PS.2	analyze the critical elements contained in the preparatory, action and follow-through phases of movement		
	PE09-GR.HS-S.1-B.1-PS.3	evaluate skill based on self, peer and teacher feedback while utilizing sound principles of biomechanics		
	Non-Assessed Performance Standards			
	PE09-GR.HS-S.1B.1-PS.4	modify and transition future skill performances based on self, peer and teacher feedback while utilizing sound principles of biomechanics to guide skill improvement		
	PE09-GR.HS-S.2-B.1-PS.1	explain and demonstrate motor learning cues to help regulate their physical performance		
	PE09-GR.HS-S.2-B.1-PS.3	apply biomechanical concepts while identifying basic biomechanical principles of movement (i.e., leverage, torque, transfer of energy and angular velocity, mass and momentum, net joint torque, etc.)		
	PE09-GR.HS-S.2-B.1-PS.4	identify and utilize biomechanical, motor development, exercise physiology and motor learning concepts to learn and improve skills		
	PE09-GR.HS-S.5-B.1-PS.1	adhere to the general classroom and specific activity rules as well as assisting with the care of the equipment and facilities		
	PE09-GR.HS-S.5-B.1-PS.2	apply appropriate etiquette in all activities		

**Curriculum Development Overview  
Unit Planning for High School Physical Education**

<b>Activities:</b>		
Soccer	Flag Football (throwing, catching),	Pickleball (forehand, backhand, serving, returning),
Mushball (throwing, catching, hitting, pitching)	Softball	Volleyball

<b>Key Skills: My students will (Know):</b>	<b>My students will be able to (Do)...</b>
Identify the critical elements contained in three phases of movement	Analyze the critical elements contained in three phases of movement Evaluate skill based on self, peer and teacher feedback

<b>Instructional Resources:</b>	SPARK Football-pgs. 1-22. Soccer-pgs.1-22. Softball-pgs. 1-22. Volleyball-pgs.1-22.
<b>assessment:</b>	
<b>Equipment:</b>	