

Tri-District Physical Education Curriculum

Grades K-12



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Philosophy

The River Edge, Oradell, and River Dell Tri-District Physical Education department offers opportunities for students to participate in motor activities, to learn personal fitness skills, to interact within their social work and to develop lifetime habits and interests. As stated in Guidelines for Secondary School Physical Education, a position paper of the American Alliance for Health, Physical Education, Recreation and Dance:

“Physical Education is that integral part of total education which contributes to the development of the individual through the natural medium of physical activity – human movement. It is a carefully planned sequence of learning experiences designed to fulfill the growth, development and behavior needs of each student. It encourages and assists each student to:

DEVELOP the skills of movement, the knowledge of how and why one moves and the ways in which movement may be organized.

LEARN to move skillfully and effectively through exercise, games, sports and dance

ENRICH the understanding of the concepts of space, time and force related to movement.

EXPRESS culturally approved patterns of personal behavior and interpersonal relationships in and through games, sports and dance.

CONDITION the heart, lungs, muscles, and other organic system of the body to meet daily and emergency demands.

ACQUIRE an appreciation and of a respect for good physical condition (fitness), a functional posture and a sense of well-being.

DEVELOP an interest and a desire to participate in lifetime recreational sports.

Therefore, our program contains the following elements:

1. Structured play through team sports and lifetime activities.
2. Physical fitness development to achieve neuromuscular skills, strength, agility, and comparable growth.
3. Experiences to enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

GRADE LEVEL	LIFETIME	TEAM SPORTS	FITNESS	COOPERATIVE LEARNING
K-2	<u>Intro to Lifetime Skills</u>	<u>Motor Skill Development</u>	<u>Healthy Living</u>	<u>Intro to Lifetime Skills</u>
3-4	<u>Lifetime Skills</u>	<u>Motor Skills</u>	<u>Fit for Life</u>	<u>Team Building</u>
5-6	<u>Lifetime Skills</u>	<u>Team Sports</u>	<u>Fit for Life</u>	<u>Team Building</u>
7-8	<u>Lifetime Activities</u>	<u>Team Sports</u>	<u>Fitness and Exercise</u>	<u>Cooperative Learning</u>
9-12	<u>Lifetime Sports</u>	<u>Team Sports</u>	<u>Fitness and Exercise</u>	<u>Cooperative Learning</u>

Tri-District Physical Education

GRADES K-2

LIFETIME SKILLS AND COOPERATIVE LEARNING

State Standard 2.2: (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

A. Communication

- Identify sources of health information.
- Express ideas and opinions about wellness issues.
- Explain when and how to use refusal skills in health and safety situations.
- Demonstrate effective communication and listening skills.

B. Decision Making

- Explain the steps to making an effective health decision.
- Discuss how parents, peers, and the media influence health decisions.

C. Planning and Goal Setting

- Develop a wellness goal and explain why setting a goal is important.

D. Character Development

- Explain that a person's character and values are reflected in the way the person thinks, feels, and acts.

E. Leadership, Advocacy, and Service

- Act as a leader and a follower.
- Identify factors that lead to group success and help solve group problems.
- Motivate group members to work together and provide constructive feedback.
- Demonstrate respect for varying ideas and opinions.

- Participate in a class or school service activity and explain how volunteering enhances self-esteem.

F. Health Services and Careers

- Discuss how community helpers and healthcare workers contribute to personal and community wellness.
- Explain when and how to seek help when feeling ill, scared, sad, lonely, or bullied.

MODULE OBJECTIVE

Students will engage in developmentally appropriate activities which enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

ESSENTIAL QUESTIONS

PRIMARY: How do we work together as a team or with a partner?

SECONDARY: What activities can we engage in to accomplish our goal?

MODULE ASSESSMENT

Students will participate in large group activities developing relationships with partners and/or teams developing a specific outcome.

LESSON OBJECTIVES

Students will be able to...

- work in small/large groups.
- follow multi-part directions.
- listen to partner or teams suggestions.
- perform basic skills in coordination with team/partner.
- understand age-appropriate directions.
- understand age-appropriate activities.
- express ideas and feelings.
- develop self-confidence.
- develop safe playing habits.
- use equipment properly.
- exhibit good sportsmanship.
- demonstrate leadership and ability to follow others.
- follow rules.
- develop manipulative skills.

MODULE SKILLS

Students will be able to...

- explain rules.
- move around the room safely.
- demonstrate locomotor movements.

- define directions of movement.
- develop spatial awareness.
- perform skills properly.
- develop team relationships.

ACTIVITIES

- Parachute
- Scooter Work/Games
- Cargo Net
- Battle Ship
- Octopus
- Tag Games-Partner Tag
- Relay races
- Island Hopping
- Obstacle course
- Squirrels in the tree
- Horse shoes
- Garbage ball
- Station activities

Tri-District Physical Education

GRADES K-2

TEAM SPORTS

State Standard 2.5: (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Perform movement skills (locomotor, nonlocomotor, and manipulative skills) with developmentally appropriate control in isolated (skill practice) and applied (game/sport/dance/recreational) settings.
- Demonstrate smooth transitions between sequential movement skills used in combination.
- Demonstrate control in traveling, weight bearing, and balance activities on a variety of body parts.
- Move in personal and general space at different levels, directions, and pathways.
- Respond in movement to changes in tempo, beat, rhythm, or musical style.
- Change the effort (force, flow, energy) or range (extension) of a movement skill or skill combination.
- Change a movement skill in response to a changing environment such as a dance partner, obstacle, smaller target, or larger space.
- Respond appropriately to verbal and visual cues during physical activity.
- Correct movement errors in response to feedback.
- Demonstrate the use of creative movement in response to music, poetry, or stories.

B. Movement Concepts

- Identify body planes and parts.
- Explain how changes in direction, pathways and levels can alter movement.

- Explain how changes in rhythm, tempo, beat, and musical style can alter movement.
- Distinguish between personal and general space.
- Explain verbal and visual cues used to improve skill performance.
- Define and use basic movement vocabulary to describe physical activity.

C. Strategy

- Differentiate between competitive and cooperative strategies.

D. Sportsmanship, Rules, and Safety

- Explain why good sportsmanship is important and demonstrate positive behaviors during participation.
- Follow basic activity and safety rules and explain why they are important.
- Explain that practice and being healthy contribute to safe and improved performance.

E. Sport Psychology

- Explain that mental attitude influences physical performance.

MODULE OBJECTIVE

Students will be able to properly demonstrate age appropriate motor skills for each activity as well as demonstrate proper sportsmanlike behavior.

ESSENTIAL QUESTIONS

PRIMARY: What motor skills are necessary to develop an appreciation for life-long activities?

SECONDARY: How will you develop a positive attitude towards life-time activities?

MODULE ASSESSMENT

Students will participate in a variety of activities that will aid in the development of relationships with self, partners and/or team.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

LESSON OBJECTIVES

Students will be able to...

- participate in activities necessary for skill development during low impact activity.
- perform age-appropriate skills necessary for individual and team sports.
- observe positive behavior during game play.
- develop an appreciation for individual interests.
- use a variety of locomotor and non-locomotor movements in a large group without bumping into others or falling.

- modify locomotor and non-locomotor patterns by adjusting speed (slow, fast) and direction (forward, backward, sideways) quickly and safely without falling.
- combine locomotor and non-locomotor patterns in time to music.
- demonstrate skills of chasing, fleeing, and dodging and/or tagging safely.
- demonstrate static and dynamic balance.
- Kick a ball from stationary and moving positions.
- throw a variety of objects using overhand and/or underhand techniques.
- repeatedly jump a self-turned rope.
- repeatedly jump a long rope turned by others.
- bounce a ball in self-space and while traveling in different directions.
- strike and object with an implement.

MODULE SKILLS

Students will be able to...

- locomotor: walk, skip, hop, gallop, run, jump, side-step.
- non-locomotor: bend, reach, twist.
- demonstrate age-appropriate skills.
- follow rules.
- understand safety.
- communicate with others at all times especially during game play.
- begin making decisions individually during game play whether spontaneous or thought out.
- use equipment properly.
- begin to resolve their own conflicts with teacher intervention.
- begin to relate to each other in P.E.

ACTIVITIES

- Throwing
- Catching
- Kicking
- Rolling
- Striking
- Expressive movement
- Jumping
- Landing
- Dodge
- Chase
- Flee
- Tagging

Tri-District Physical Education

GRADES K-2

FITNESS

State Standard 2.6: (fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Identify the components of health-related and skill-related fitness and identify activities that develop each component.
- Identify body responses associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.

B. Training

- Explain that too much or not enough exercise can be harmful.
- Explain that participation in regular physical activity contributes to wellness.

C. Achieving and Assessing Fitness

- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.
- Develop a fitness goal and monitor achievement of the goal.

MODULE OBJECTIVE

Students will be able to identify and engage in components of leading a healthy lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: How do you achieve personal fitness?

SECONDARY: What activities can you engage in to maintain a healthy lifestyle?

MODULE ASSESSMENT

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

LESSON OBJECTIVES

Students will be able to...

- participate in continuous fitness activity.
- participate in upper body strength activities.
- participate in lower body strength activities.
- increase heart rate in response to exercise.
- monitor heart rate.

MODULE SKILLS

Students will be able to...

- demonstrate age-appropriate fitness skills.
- identify upper body skills.
- identify lower body skills.
- set a pace while jogging.
- develop proper method of breathing.
- develop individual fitness levels.
- improve posture and muscle tone.
- enhance flexibility.
- develop better coordination.
- engage in expressive movements.

ACTIVITIES

- Jump rope
- Modified push ups
- Crunches
- Stretching
- Jumping jacks
- Timed running
- Parachute
- Running in place

Tri-District Physical Education

GRADES 3-4

LIFETIME SKILLS AND COOPERATIVE LEARNING

State Standard 2.2: (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

A. Communication

- Explain how to determine the validity and reliability of a health resource.
- Present health information, orally and in writing, to peers.
- Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
- Identify and employ ways to improve listening skills.
- Explain how to identify a health problem or issue for possible research.

B. Decision Making

- Outline the steps to making an effective decision.
- Discuss how parents, peers, and the media influence health decisions and behaviors.
- Describe situations that might require a decision about health and safety.

C. Planning and Goal Setting

- Develop a personal health goal and track progress.
- Describe ways to support the achievement of health goals.

D. Character Development

- Describe character traits and core ethical values such as trustworthiness, responsibility, respect, caring, justice, fairness, civic virtue, and citizenship.

- Discuss how an individual's character positively impacts individual and group goals and success.

E. Leadership, Advocacy, and Service

- Describe and demonstrate the characteristics of an effective leader.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.
- Develop and articulate group goals.
- Develop a position on a wellness issue.
- Discuss laws and regulations created to enhance wellness.
- Organize and participate in a school or community service activity and discuss how helping others impacts personal and community wellness.

F. Health Services and Careers

- Describe health and fitness services provided in the school and community.
- Describe and demonstrate how to seek help for a variety of health and fitness concerns.
- Discuss wellness and fitness careers.

MODULE OBJECTIVE

Students will be able to identify and engage in components of leading a healthy lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: How do we work together as a team or with a partner?

SECONDARY: What activities can we engage in to accomplish our goal?

MODULE ASSESSMENT

Students will participate in large group activities developing relationships with partners and/or teams developing a specific outcome.

LESSON OBJECTIVES

Students will be able to...

- work cooperative in small/large groups.
- follow multi-part directions.
- listen to partner or teams suggestions.
- perform intermediate skills in coordination with team/partner.
- understand age-appropriate directions.
- understand age-appropriate activities.
- express ideas and feelings.
- demonstrate self-confidence.
- demonstrate safe playing habits.

- use equipment properly.
- exhibit good sportsmanship.
- demonstrate leadership and ability to follow others.
- understand importance of following rules for game play.
- demonstrate manipulative skills.

MODULE SKILLS

Students will be able to...

- understand importance of rules.
- demonstrate safety while participating in physical activity.
- display appropriate behaviors while participating alone and with others.
- demonstrate mature locomotor and non-locomotor (bend, reach, twist) movements.
- travel and smoothly change directions during movement.
- define directions of movement.
- exhibit appropriate spatial awareness.
- perform skills using correct technique.
- demonstrate team relationships.

ACTIVITIES

- Parachute
- Scooter Work/Games
- Cargo Net
- Battle Ship
- Octopus
- Tag Games-Partner Tag
- Relay races
- Island Hopping
- Obstacle course
- Squirrels in the tree
- Horse shoes
- Garbage ball
- Station activities
- Mission Impossible

Tri-District Physical Education

GRADES 3-4

TEAM SPORTS

State Standard 2.5: (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Perform movement skills with developmentally appropriate form in both isolated and applied settings.
- Demonstrate smooth transitions between sequential movement skills used in applied settings (e.g., creative dance, gymnastics routine, trap-dribble-shoot).
- Demonstrate weight transfer, balance, coordination, and agility while employing various movement skills.
- Employ various rhythms, tempos, musical styles, relationships, directions, pathways, speeds, and levels during movement.
- Respond to multiple changes in rhythm, tempo, beat, and musical style.
- Change the effort or range of a movement skill or combination to improve performance.
- Modify and adapt movement skills in relation to body parts (e.g., clapping over one's head), other participants (e.g., dance partner, teammate), objects, and boundaries.
- Respond appropriately to visual and verbal cues during physical activity.
- Correct movement errors in response to feedback and explain how the change improves performance.
- Apply a learned skill to another movement setting.
- Demonstrate both improvised and choreographed movement sequences such as moving to poetry, or performing a folk dance or an aerobic routine.

B. Movement Concepts

- Discuss the importance of proper body mechanics when performing movement skills.
- Explain the fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- Explain how changing the energy, flow, effort, or range of movement skill changes the quality of the movement (e.g., baby steps vs. giant steps).
- Discuss ways to refine and increase control when performing movement skills.
- Discuss ways that personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- Explain how a movement skill can be used in another movement setting.
- Give examples of verbal and visual cues used to improve movement skill performance.
- Define and use skill- and activity-specific vocabulary.

C. Strategy

- Explain and demonstrate the use of simple strategies, including player positioning, faking and dodging, and defending space.

D. Sportsmanship, Rules and Safety

- Discuss the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Describe activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
- Describe and demonstrate ways to handle and care for equipment safely and responsibly.

E. Sport Psychology

- Describe a variety of mental strategies used to prepare for physical activity.

MODULE OBJECTIVE

Students will be able to properly demonstrate age appropriate motor skills for each activity as well as demonstrate proper sportsmanlike behavior.

ESSENTIAL QUESTIONS

PRIMARY: What motor skills are necessary to develop an appreciation for life-long activities?

SECONDARY: How will you develop a positive attitude towards life-time activities?

MODULE ASSESSMENT

Students will participate in a variety of activities that will aid in the development of relationships with self, partners and/or team.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime

LESSON OBJECTIVES

Students will be able to...

- participate in activities necessary for skill development during low impact activity.
- perform age-appropriate skills necessary for individual and team sports.
- observe positive behavior during game play.
- develop an appreciation for individual interests.
- demonstrate mature locomotor and non-locomotor patterns in order to execute basic skills in lead up games.
- modify mature locomotor and non-locomotor patterns by applying movement concepts (direction, speed) biomechanical principals (force, projection) and rhythm (tempo, beat).
- perform repeatable rhythmic movement sequences with a partner or small group to music.
- demonstrate balance that focuses on changes in speed, directions, levels, and pathways.
- use appropriate chasing, fleeing and dodging skills in a dynamic, unpredictable environment resulting in the development of individual and team strategies.
- foot dribble while changing pathways and directions without losing control.
- punt a ball for height and distance.
- throw balls of various sizes, shapes and weights to an appropriate target or partner using a smooth overhand or underhand motion.
- move in different directions to catch a ball at different levels.
- perform a variety of jump rope skills with long and short ropes.
- dribble a ball among stationary and/or moving objects while changing speeds and directions.
- bounce pass and chest pass a ball to a stationary partner.
- shoot toward and appropriate height goal from different distances.
- strike an object with hand or implement.

MODULE SKILLS

Students will be able to...

- locomotor: walk, skip, hop, gallop, run, jump, side-step.
- non-locomotor: bend, reach, twist.
- catch object.
- bounce object.

- kick object.
- strike object.
- underhand throw object.
- overhand throw object.
- balance object.
- trap object.
- grasp object.
- release object.
- demonstrate age-appropriate skills.
- follow rules.
- understand safety.
- communicate with others at all times especially during game play.
- begin making decisions individually during game play whether spontaneous or thought out.
- use equipment properly.
- resolve their own conflicts without violence and with teacher intervention.
- relate to each other in P.E.

Tri-District Physical Education

GRADES 3-4

FITNESS

State Standard 2.6: (Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Discuss the physical, social, and emotional benefits of regular physical activity.
- Explain each component of health-related and skill-related fitness and explain how specific activities develop each component.
- Describe how body systems respond to vigorous exercise.
- Discuss factors such as heredity, training, and diet that influence fitness.
- Describe how technology has improved fitness activities.

B. Training

- Discuss the importance of regular physical activity.
- Describe and apply the training principles of frequency, intensity, and time (FIT) during physical activity.
- Explain that using performance-enhancing substances, including anabolic steroids and supplements, may be unsafe and illegal.

C. Achieving and Assessing Fitness

- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Maintain continuous aerobic activity for a specified time period.
- Monitor physiological responses before, during, and after exercise.
- Develop a health-related fitness goal and use technology to track fitness status.
- Demonstrate age and gender-specific progress towards improving each component of fitness.
- Demonstrate safe and appropriate techniques while engaging in fitness activities.

MODULE OBJECTIVE

Students will be able to identify and engage in components of leading a healthy lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: How do you achieve personal fitness?

SECONDARY: What activities can you engage in to maintain a healthy lifestyle?

MODULE ASSESSMENT

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

LESSON OBJECTIVES

Students will be able to...

- measure heart rate at rest and in response to exercise.
- recognize the importance of warm-ups and cool-downs.
- identify the four fitness components (strength, flexibility, cardiovascular, speed/agility).
- perform fitness tests in order to develop individual potential.
- perform age appropriate fitness tests and comprehend skill.
- develop the body physically through the use of large muscles; upper and lower body.

MODULE SKILLS

Students will be able to...

- engage in moderate to vigorous physical activity that develops all components of fitness.
- maintain continuous aerobic activity for a specified time period.
- monitor physiological responses before, during and after exercise.
- develop a health-related fitness goal and use technology to track fitness status.
- demonstrate age and gender-specific progress towards improving each component of fitness.
- demonstrate safe and age appropriate techniques while engaging in fitness activities.
- perform a variety of jump rope skills.
- sustain moderate to vigorous physical activity that develops all components of fitness.
- identify the components of health related and skill related fitness and describe activities related to each component.
- participate in activities that enhance personal wellness.

ACTIVITIES

- Calisthenics
- Timed power-walking, jogging, running
- Fitness testing
- Cardiovascular activities

Tri-District Physical Education

GRADES 5-6

LIFETIME SKILLS AND COOPERATIVE LEARNING

State Standard 2.2: (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and to develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be cross-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

Strands and Cumulative Progress Indicators

A. Communication

- Summarize health information from a variety of valid and reliable health resources.
- Present health information using a multimedia approach, adapting the wording and delivery method for the topic and audience.
- Demonstrate and evaluate the effective use of communication skills, including refusal, negotiation, and assertiveness.
- Describe and demonstrate active and reflective listening.
- Compare and contrast the economic and social purposes of health messages presented in the media.

B. Decision Making

- Demonstrate effective decision making in health and safety situations.
- Analyze the influence of family, peers and the media on health decisions and investigate how conflicting interests may influence decisions and choices.
- Analyze significant health decisions and discuss how the outcome(s) might have been different if a different decision had been made.
- Explain how personal ethics influence decision making.

C. Planning and Goal Setting

- Use health data and information to formulate health goals.

- Develop strategies to support the achievement of short- and long-term health goals.

D. Character Development

- Describe actions and situations that show evidence of good character.
- Discuss the characteristics of a role model and how role models influence the personal goals and ethical standards of others.

E. Leadership, Advocacy, and Service

- Compare various forms of leadership and implement appropriate leadership strategies when serving in a leadership role.
- Evaluate personal and group contributions towards the achievement of a goal or task, analyze a group's ability to improve its performance, and provide appropriate feedback.
- Develop and articulate a group's goals and vision.
- Compare the use of cooperative and competitive strategies to achieve a group goal and recommend strategies to keep a group on target and free from conflict.
- Discuss how individuals can make a difference by helping others, investigate opportunities for volunteer service, and participate in activities through school or community-based health or service organizations.
- Formulate and express a position on health issues and educate peers about the health issue or cause.
- Discuss local and state laws that impact personal, family, and community wellness and formulate ways that individuals and groups can work together to improve wellness.

MODULE OBJECTIVE

Students will engage in developmentally appropriate activities which enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

ESSENTIAL QUESTIONS

PRIMARY: How do we work together as a team or with a partner?

SECONDARY: What activities can we engage in to accomplish our goal?

MODULE ASSESSMENT

Students will participate in large group activities developing relationships with partners and/or teams developing a specific outcome.

LESSON OBJECTIVES

Students will be able to...

- initiate cooperative skills in small/large groups.
- work effectively individually and with a partner or team.

- exhibit understanding of multi-part directions.
- incorporate partner or teams suggestions.
- perform advanced skills in coordination with team/partner.
- communicate ideas and feelings with partners and group members.
- demonstrate self-confidence.
- demonstrate safe playing habits.
- acknowledge abilities and potential of partners or group members.
- use equipment with respect.
- use equipment and creative thinking to accomplish various tasks.
- develop fundamental strategies to accomplish a task.
- understand the importance of good sportsmanship.
- understand the importance of being a good leader and having the ability to follow others.
- understand importance of following rules for game play.
- demonstrate manipulative skills.

MODULE SKILLS

Students will be able to...

- understand importance of rules.
- understand importance of safety while participating in physical activity.
- display appropriate behaviors while participating alone and with others.
- demonstrate mature locomotor and non-locomotor (bend, reach, twist) movements.
- travel and smoothly change directions during movement.
- define directions of movement.
- exhibit appropriate spatial awareness.
- perform skills using correct technique.
- demonstrate team relationships.
- communicate and develop ideas during activities.
- use cooperative and competitive strategies to achieve a group goal.
- work together to accomplish an individual or group goals.
- perform peer evaluation.

ACTIVITIES

- Scooter Work/Games
- Cargo Net
- Battle Ship
- Advanced Tag Games-Partner Tag
- Relay races
- Island Hopping
- Obstacle course
- Horse shoes

- Garbage ball
- Station activities
- Mission Impossible
- Mine Field

Tri-District Physical Education

GRADES 5-6

TEAM SPORTS

State Standard 2.5: (Motor Skill Development) All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health-enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally-appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Demonstrate developmentally appropriate form when using movement skills in applied settings.
- Demonstrate the use of force and motion to impact the quality of physical movement.
- Employ the principles of space, effort, and relationships to modify movement.
- Modify movement in response to dynamic, interactive environments.
- Use visual and verbal cues to improve performance during a physical activity.
- Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback.
- Apply a learned skill to another movement setting.
- Perform planned movement sequences based on a theme and using rhythm or music.

B. Movement Concepts

- Analyze movement sequences for the proper use of body mechanics and suggest improvements.
- Discuss how the principles of force and motion impact the quality of movement.
- Analyze how the use of energy and flow contributes to more effective, efficient, or creative movement.
- Describe how to refine and increase control when performing movement skills.

- Discuss how to modify movement in response to dynamic, interactive environments.
- Analyze how a movement skill can be transferred to another movement setting.
- Discuss how practice, regular participation, and appropriate feedback improve performance.
- Discuss how movement activities pose opportunities for self-expression, creativity, and teamwork.

C. Strategy

- Describe and demonstrate the use of offensive, defensive, and cooperative strategies.

D. Sportsmanship, Rules, and Safety

- Compare the roles and responsibilities of participants and observers and recommend strategies to improve behavior, participation, and enjoyment.
- Summarize general and specific activity rules, describe how they enhance participation and safety, and follow them during activities.
- Select, use, and care for equipment used during physical activity.

E. Sport Psychology

- Describe and demonstrate the use of mental preparation strategies prior to and during participation in physical activity.

MODULE OBJECTIVE

Students will be able to properly demonstrate age appropriate motor skills for each activity as well as demonstrate proper sportsmanlike behavior.

ESSENTIAL QUESTIONS

PRIMARY: What motor skills are necessary to develop an appreciation for life-long activities?

SECONDARY: How will you develop a positive attitude towards life-time activities?

MODULE ASSESSMENT

Students will participate in a variety of activities that will aid in the development of relationships with self, partners and/or team.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

LESSON OBJECTIVES

Students will be able to...

- participate in activities necessary for skill development during low impact activity.
- perform age-appropriate skills necessary for individual and team sports.
- observe positive behavior during game play.

- develop an appreciation for individual interests.
- demonstrate mature locomotor and non-locomotor patterns in order to execute basic skills in lead up games.
- modify mature locomotor and non-locomotor patterns by applying movement concepts (direction, speed) biomechanical principals (force, projection) and rhythm (tempo, beat).
- perform repeatable rhythmic movement sequences with a partner or small group to music.
- demonstrate balance that focuses on changes in speed, directions, levels, and pathways using appropriate transfers of weight.
- use mature chasing, fleeing and dodging skills in a dynamic, unpredictable environment resulting in the development of individual and team strategies.
- foot dribble while changing pathways and directions without losing control and while avoiding contact with others.
- foot dribble while preventing an opponent from stealing the ball.
- punt a ball for height and distance.
- throw balls of various sizes, shapes and weights for both accuracy and distance to an appropriate target or partner using a smooth overhand or underhand motion.
- move in different directions or to a specified area to catch a ball at different levels.
- travel into and out of a long rope turned by others.
- perform a variety of long and short jump rope skills.
- dribble a ball among stationary and/or moving objects while changing speeds and directions.
- defensively dribble a ball to keep the ball away from an opponent.
- bounce pass and chest pass a ball to a stationary and/or moving partner.
- shoot toward and appropriate height goal from different distances.
- strike an object with hand or implement.
- use underhand and overhand volleys and forearm passes over a medium level net in a small group game.

MODULE SKILLS

Students will be able to...

- locomotor: walk, skip, hop, gallop, run, jump, side-step.
- non-locomotor: bend, reach, twist.
- demonstrate age-appropriate skills.
- follow rules.
- understand safety.
- communicate with others at all times especially during game play.
- begin making decisions individually during game play whether spontaneous or thought out.
- use equipment properly.

- resolve their own conflicts without violence and minimal teacher intervention.
- relate positively to each other in P.E.

ACTIVITIES

- Catch object
- Bounce object
- Kick object
- Strike object
- Underhand throw object
- Overhand throw object
- Balance object
- Trap object
- Grasp object
- Release object

Tri-District Physical Education

GRADES 5-6

FITNESS

State Standard 2.6 :(Fitness) All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Descriptive Statement: This standard enables students to understand the components of health-related fitness (cardiorespiratory endurance, body composition, flexibility, muscular strength and muscular endurance) and skill-related fitness (speed, agility, reaction time, coordination, and power). Students learn how each component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Describe the physical, social, and emotional benefits of regular physical activity.
- Differentiate among activities that improve skill fitness versus health-related fitness.
- Describe how body systems adapt over time to regular physical activity.
- Describe how gender, age, heredity, training, and health behaviors impact fitness.
- Investigate technological advances that impact physical activity and fitness.
- Describe the relationship between physical activity, healthy eating, and body composition.

B. Training

- Discuss the relationship between practice, training, and injury prevention.
- Discuss how the principles of training including FIT, overload, progression, and specificity improve personal fitness.
- Apply the appropriate training principles to various forms of physical activity used to improve personal fitness.
- Describe the physical and behavioral effects of anabolic steroids and other performance enhancing substances and discuss legal and competition issues related to their use.

C. Achieving and Assessing Fitness

- Engage in moderate to vigorous forms of physical activity that address each component of fitness.

- Engage in physical activity at a target heart rate for a minimum of 20 minutes.
- Monitor physiological indicators before, during, and after exercise.
- Assess personal fitness; develop a personal fitness plan based on the findings, and use technology to implement the plan.
- Demonstrate age- and gender-specific progress towards improving each component of fitness.

MODULE OBJECTIVE

Students will be able to identify and engage in components of leading a healthy lifestyle.

ESSENTIAL QUESTIONS

PRIMARY: How do you achieve personal fitness?

SECONDARY: What activities can you engage in to maintain a healthy lifestyle?

MODULE ASSESSMENT

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

LESSON OBJECTIVES

Students will be able to...

- measure heart rate at rest and in response to exercise.
- identify the benefits of fundamental training principles; warm-up, activity, and cool-down.
- identify the four fitness components (strength, flexibility, cardiovascular, speed/agility) and identify activities related to each component.
- perform fitness tests in order to develop individual fitness goals and potential.
- observe physical activities and provide critical performance feedback through peer evaluation.

MODULE SKILLS

Students will be able to...

- engage in moderate to vigorous physical activity that develops all components of fitness.
- maintain continuous aerobic activity for a specified time period.
- monitor physiological responses before, during and after exercise.
- develop a health-related fitness goal and use technology to track fitness status.
- demonstrate age and gender-specific progress towards improving each component of fitness.

- demonstrate safe and age appropriate techniques while engaging in fitness activities.
- sustain moderate to vigorous physical activity that develops all components of fitness.
- identify the components of health related and skill related fitness and describe activities related to each component.
- identify physiological changes that occur during variations of intensity during physical activity.
- describe how fitness activities enhance personal wellness.

ACTIVITIES

- Calisthenics
- Timed power-walking, jogging, running
- Fitness testing
- Cardiovascular activities
- Peer evaluation

Tri-District Physical Education

GRADES 7-8

LIFETIME SPORTS

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- Transfer specialized movement skills that use similar patterns from one movement activity to another.
- Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, rollerblading, swimming).

B. Movement Concepts

- Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
- Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
- Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
- Analyze how movement activities reflect culture, era, geography, or historical context.

C. Strategy

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

- Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

State Standard 2.6: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
- Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
- Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
- Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
- Describe ways to achieve a healthy body composition through healthy eating and physical activity.
- Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

B. Training

- Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
- Apply training principles to establish a progression of activity that will improve each component of fitness.
- Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
- Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

C. Achieving and Assessing Fitness

- Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
- Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
- Monitor physiological responses before, during and after exercise and compare changes.
- Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.
- Demonstrate age- and gender-specific progress towards improving each component of fitness.

MODULE OBJECTIVE

Students will be able to develop knowledge of a variety of healthy active lifestyle activities to participate in future fitness endeavors.

MODULE ASSESSMENT

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in each activity?

SECONDARY: How can these activities be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- learn and apply health related fitness concept, movement skills, movement concepts, strategy, sportsmanship, rules, safety, sport psychology, fitness and physical activity, training, achieving and assessing fitness.
- discuss the history and popularity of sport as well as terminology.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules.

SKILLS

Depending on Activity

SPORTS

- Badminton
- Pickle Ball

Tri-District Physical Education

GRADE 7-8

TEAM SPORTS

State Standard 2.2: (Integrated Skills) All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Communication

- Analyze health ideas, opinions, and issues from a variety of valid and reliable health sources.
- Present health information using a multimedia approach, adapting the wording and delivery method for various topics and audiences.
- Assess the use of refusal, negotiation, and assertiveness skills and recommend strategies for improvement.
- Assess the use of active and reflective listening.
- Analyze the economic and political purposes and impacts of health messages found in the media.

B. Decision Making

- Demonstrate and assess the use of decision-making skills in health and safety situations.
- Compare and contrast the influence of peers, family, the media, and past experiences on the use of decision-making skills and predict how these influences may change or conflict as one ages.
- Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
- Discuss how ethical decision making requires careful thought and action.
- Critique significant health decisions and discuss how the outcome(s) might have changed if the appropriate communication and decision-making skills had been employed.

C. Planning and Goal Setting

- Analyze factors that support or hinder the achievement of personal health goals.

D. Character Development

- Analyze how character development can be enhanced and supported by individual, group, and team activities.
- Compare and contrast the characteristics of various role models and the core ethical values they represent.
- Explain how community and public service supports the development of core ethical values.

- Analyze personal and group adherence to student codes of conduct.

E. Leadership, Advocacy, and Service

- Demonstrate the ability to function effectively in both leadership and supportive roles.
- Discuss motivational techniques used to improve personal and group achievement and develop rewards and sanctions for group accomplishments.
- Develop and articulate a group's goals, shared values, and vision.
- Plan and implement volunteer activities to benefit a health organization or cause.
- Develop and defend a position or opinion on a health issue or problem and educate students and parents about the health issue or cause.

F. Health Services and Careers

- Compare and contrast health and fitness services available in the school and community, demonstrate how to access them, and evaluate each comparing benefits and costs.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.
- Demonstrate how equilibrium, rotation, and range of motion impact performance
- Apply the impact of various applications of force and motion during physical activity.
- Perform and assess the quality of movement flow in response to dynamic, interactive environments.
- Compare and contrast the use of movement skills across various forms of physical activity and transfer a movement skill from one activity to another.
- Detect and correct errors in personal movement performance and modify it in response to internal and external feedback.
- Create and perform movement activities that combine movement skills into smooth flowing sequences (e.g., gymnastic routine, interpretative dance, tai chi).

B. Movement Concepts

- Describe how equilibrium, rotation, and range of motion impact performance.
- Analyze the application of balance and counterbalance when performing or observing movement skills.
- Compare and contrast the use of space and flow in physical activities.
- Summarize how movement can be made more interesting, creative, or effective.
- Discuss the stages of movement skill development and the importance of practice.
- Describe the influence of history and culture on games, sports, and dance.

C. Strategy

- Compare and contrast offensive, defensive, and cooperative strategies and use them effectively in applied settings.

D. Sportsmanship, Rules, and Safety

- Analyze participant and observer behaviors for evidence of good sportsmanship.
- Employ general- and activity-specific rules and analyze their impact on participation.

E. Sport Psychology

- Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.
- Compare and contrast preparation and job requirements for health and fitness careers.

MODULE OBJECTIVE

Students will be able to properly demonstrate age appropriate skills for each sport as well as demonstrate proper sportsmanlike behavior.

MODULE ASSESSMENT

Students will participate in a variety of team sports that will aid in the development of relationships with partners and/or team.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: What life skills/team sports will you partake in after or take from your physical education experience?

SECONDARY: What team skills, physical, social and psychological, will you use in future endeavors?

LESSON OBJECTIVES

Students will be able to...

- develop skills that foster communication, decision making, planning and goal setting, character development, and leadership.
- develop knowledge of movement skills, movement, concepts, strategy, sportsmanship, rules, safety, and sport psychology.
- learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- learn health-enhancing personal, interpersonal and life skills.

SKILLS

Depending on activity

SPORTS

- Basketball
- Flag-Football
- Floor Hockey
- Lacrosse
- Soccer
- Softball
- Frisbee
- Volleyball

BASKETBALL

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in the primary grades and current lesson, in an organized game of basketball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in basketball?

SECONDARY: How can the team concept of basketball be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with basketball.
- demonstrate proper execution of the following skills: dribble, bounce pass, chest pass, overhead pass, lay-up shot, jump shots, and free throws.
- demonstrate the use of defensive strategies; man-to-man and zone.
- demonstrate the use of offensive strategies against various defenses.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with basketball.

RESOURCES

See Pages 85 - 87

FLAG FOOTBALL

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of flag football.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in flag football?

SECONDARY: How can the team concept of flag football be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with flag football.
- demonstrate proper execution of the following skills: spiral throw, receive, run pass patterns, defend, punt, pass and kick.
- properly keep score.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate understanding of the rules associated with flag football.

RESOURCES

See Pages 85 - 87

FLOOR HOCKEY

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of floor hockey.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in floor hockey?

SECONDARY: How can the team sport concept benefit a person in future life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with floor hockey.
- demonstrate skills associated with floor hockey: puck handling, shooting, passing, receiving, goalie work, blocking, and stick control.
- develop hand eye coordination.
- increase heart rate during activity and strengthen cardiovascular health levels.
- demonstrate an understanding of the rules/regulation and proper safety procedures involved in floor hockey.

RESOURCES

See Pages 85 - 87

LACROSSE

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of Lacrosse.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in lacrosse?

SECONDARY: How can the team concept of lacrosse be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with lacrosse.
- demonstrate proper execution of the following skills: cradle, catching, throwing, overhand and shuffle pass, goal shots.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with lacrosse.
- demonstrate the use of defensive strategies; man-to-man and zone.
- use offensive strategies against various defenses.

RESOURCES

See Pages 85 - 87

SOCCER

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of soccer.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in soccer?

SECONDARY: How can the team concept of soccer be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with soccer.
- demonstrate proper execution of the following skills: dribble, pass, heading, shots at goal, goalie skills, defending, trapping.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with soccer .

RESOURCES

See Pages 85 - 87

SOFTBALL

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of softball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in softball?

SECONDARY: How can the team sport concept benefit a person in future life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with softball.
- demonstrate the following softball skills: throw, catch, field, bat, pitch, base running, officiate, score keep.
- demonstrate proper sportsmanlike conduct in game of softball.
- demonstrate proper knowledge of softball rules.
- demonstrate the knowledge of various softball terms
- demonstrate an understanding of offensive and defensive strategies.

RESOURCES

See Pages 85 - 87

VOLLEYBALL

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of volleyball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in volleyball?

SECONDARY: How can the team concept of volleyball be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with volleyball.
- demonstrate proper execution of the following skills: bump, set, spike, serve, dig, and block.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with volleyball.
- develop upper body strength as well as agility skills.

RESOURCES

See Pages 85 - 87

FRISBEE

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of frisbee.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS:

PRIMARY: What components of fitness/cardiovascular benefits stem from playing frisbee?

SECONDARY: How can the team concept of frisbee be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with Frisbee.
- demonstrate proper execution of the following skills: various frisbee throws and catching.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with ultimate frisbee.
- increase heart rate and develop cardiovascular strength.

RESOURCES

See Pages 85 - 87

Tri-District Physical Education

GRADES 7-8

FITNESS

State Standard 2.6: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Summarize the potential short- and long-term physical, social, and emotional benefits of regular physical activity.
- Differentiate how body systems adapt to acute exercise vs. regular exercise over a period of time.
- Predict how factors such as health status, interests, environmental conditions, and available time impact personal fitness.
- Analyze the positive and negative impacts of technological advances on exercise, health, and fitness.
- Describe ways to achieve a healthy body composition through healthy eating and physical activity.
- Distinguish between facts and fallacies regarding the marketing of fitness products, services, and information.

B. Training

- Recognize signs and symptoms that warrant exercise termination and possible follow-up with a healthcare professional.
- Apply training principles to establish a progression of activity that will improve each component of fitness.
- Describe and demonstrate various training methods, including isotonic, isometric, interval, and circuit methods.
- Investigate the physical, behavioral, legal, and competitive consequences of the use of anabolic steroids and other performance enhancing substances.

C. Achieving and Assessing Fitness

- Engage in a variety of sustained, vigorous physical activities that enhance each component of fitness.
- Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.
- Monitor physiological responses before, during and after exercise and compare changes.
- Use health data and information from internal and external sources to develop a personal fitness plan, and use technology to evaluate the implementation and outcomes of the plan.
- Demonstrate age- and gender-specific progress towards improving each component of fitness.

FITNESS

MODULE OBJECTIVE

Students will be able to actively participate in fitness activities to achieve development of neuromuscular skills, strength, agility, and comparable growth, at a developmentally appropriate level.

MODULE ASSESSMENT

Students will participate in a variety of fitness activities focused on the education of maintaining healthy lifestyle practices.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: Explain the benefits of having fitness/exercise a part of your daily life.

SECONDARY: Explain the muscle groups that are targeted during each exercise.

LESSON OBJECTIVES

Students will be able to...

- develop knowledge of appropriate fitness based physical activity, training, in addition to achieving and assessing personal fitness levels.
- learn and apply health related fitness concept.

SKILLS

See Weight Room and Exercise Module

SPORTS

- Power Walking
- Light weight training
- Muscle group toning/strengthening
- Cardio

WEIGHT ROOM

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

State Standard 2.6: All students will learn and apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to apply knowledge learned in class to properly operate weight machines and to be familiar the weight groups that each machine targets.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What are the goals of each work out?

SECONDARY: Explain the proper way to use the weight machines and the free weights.

LESSON OBJECTIVES

Students will be able to...

- discuss the terminology associated with lifting weights.
- demonstrate proper execution of the following skills: bench press, triceps pull down, lat pulls, leg press, hamstring curls, bicep curls, dips, squats, shoulder press.
- design a personal workout based on personal fitness level and fitness goals.

RESOURCES

See Pages 85 - 87

EXERCISE

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

State Standard 2.6: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate an understanding of the basic muscle groups in the human body and what exercise will successfully target those muscles.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What are the six muscle groups we worked on in class and where are they located?
SECONDARY: What are the benefits of exercise in your daily life?

LESSON OBJECTIVES

Students will be able to...

- discuss the terminology associated with each exercise and muscle group.
- discuss the importance of exercise in their daily lives.

RESOURCES

See Pages 85 - 87

Tri-District Physical Education

GRADES 7-8

COOPERATIVE LEARNING

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

Strands and Cumulative Progress Indicators

A. Communication

- Use appropriate research methodology to investigate a health problem or issue.
- Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
- Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
- Employ strategies to improve communication and listening skills and assess their effectiveness.
- Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

- Demonstrate and evaluate the use of decision making skills.
- Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
- Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- Analyze the use of ethics and personal values when making decisions.
- Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

- Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

D. Character Development

- Demonstrate character based on core ethical values.
- Analyze how role models, and the core ethical values they represent, influence society.
- Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

- Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- Evaluate personal participation as both a leader and follower.
- Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
- Develop and articulate the group's goals, shared values, vision, and work plan.
- Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
- Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

- Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
- Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
- Compare and contrast health insurance and reimbursement plans.

MODULE OBJECTIVE

Students will be able to engage in various activities at a developmentally appropriate level to enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

MODULE ASSESSMENT

Students will participate in group activities developing relationships with partners and/or teams developing a specific outcome.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: How did we accomplish our goal, what strategies does your group use?

SECONDARY: What is the importance of team work to reach overall goals?

LESSON OBJECTIVES

Students will be able to...

- develop skills of communication, decision making, planning and goal setting, character development and leadership.
- learn health-enhancing personal, interpersonal and life skills.

MODULE SKILLS

- demonstrate team relationships.
- communicate and develop ideas during activities.
- use cooperative and competitive strategies to achieve a group goal.
- work together to accomplish an individual or group goals.
- perform peer evaluation.

ACTIVITIES

- Group charades
- Object passover
- Human knot
- Group juggling
- Survivor
- Snot river
- Snake eyes
- Hula hoop pass
- Boardwalk
- Evolution

RESOURCES

See Pages 85 - 87

PICKLE BALL

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

State Standard 2.6: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of pickle ball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in pickle ball?

SECONDARY: How can pickle ball be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with pickle ball.
- demonstrate proper execution of the following skills: underhand serve, forehand volley, and backhand volley.
- properly keep score.
- demonstrate proper sportsmanlike conduct and etiquette.
- play a singles and doubles pickle ball match.

RESOURCES

See Pages 85 - 87

BADMINTON

State Standard 2.2: All students will use health-enhancing personal, interpersonal, and life skills to support a healthy, active lifestyle.

State Standard 2.5: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

State Standard 2.6: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy active lifestyle.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 7-8 in an organized game of Badminton.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in badminton?

SECONDARY: How can badminton be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Student will be able to...

- discuss the history and popularity of sport as well as terminology associated with badminton.
- demonstrate proper execution of the following skills: underhand serve, volley, overhand smash, clears, drop and net shots.
- demonstrate proper sportsmanlike conduct and badminton etiquette.
- play a singles and doubles match.
- demonstrate a command of rules, scoring and terminology during competitive play.

RESOURCES

See Pages 85 - 87

Tri-District Physical Education

GRADES 9-12

LIFETIME SPORTS

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

Strands and Cumulative Progress Indicators

A. Movement Skills

- Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- Transfer specialized movement skills that use similar patterns from one movement activity to another.
- Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, rollerblading, swimming).

B. Movement Concepts

- Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
- Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
- Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
- Analyze how movement activities reflect culture, era, geography, or historical context.

C. Strategy

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

- Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

- Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

State Standard 2.6: All students will learn and apply health related fitness concept.

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
- Summarize the causes, influences, and responses of body systems during exercise.
- Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
- Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

B. Training

- Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
- Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

C. Achieving and Assessing Fitness

- Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
- Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
- Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
- Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.

- Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
- Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

MODULE OBJECTIVE

Students will be able to develop knowledge of a variety of healthy active lifestyle activities to participate in future fitness endeavors.

MODULE ASSESSMENT

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in each activity?

SECONDARY: How can these activities be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- learn and apply movement concepts and skills that foster participation in physical activities throughout life.
- learn and apply health related fitness concept, movement skills, movement concepts, strategy, sportsmanship, rules, safety, sport psychology, fitness and physical activity, training, achieving and assessing fitness.
- discuss the history and popularity of sport as well as terminology.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules.

SKILLS

Depending on activity

SPORTS

- Bocce Ball
- Badminton
- Golf
- Pickle Ball
- Racquetball
- Tennis

ARCHERY

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to safely participate in archery activities.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in archery?

SECONDARY: How can archery skills be applied into lifetime fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with archery.
- demonstrate knowledge of bow and arrow terminology.
- demonstrate the following archery skills: stringing and unstringing a bow, stance and follow through, nocking the arrow, aiming and releasing the arrow.
- demonstrate an understanding of the rules/regulation and proper safety procedures involved in archery.
- demonstrate various methods of aiming and releasing an arrow.
- demonstrate the ability to hit a prescribed target with an arrow.

RESOURCES

See Pages 85 - 87

BADMINTON

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of badminton.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in badminton?

SECONDARY: How can badminton be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with badminton.
- demonstrate proper execution of the following skills: underhand serve, volley, overhand smash, clears, drop and net shots.
- demonstrate proper sportsmanlike conduct and badminton etiquette.
- play a singles and doubles match.
- demonstrate a command of rules, scoring and terminology during competitive play.

RESOURCES

See Pages 85 - 87

GOLF

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized tennis match.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in the game of golf?

SECONDARY: What are the physiological benefits that stem from participating?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with golf.
- demonstrate proper execution of the following skills: putt, chip, full swing.
- properly keep score.
- demonstrate proper sportsmanlike conduct and golf etiquette.

RESOURCES

See Pages 85 - 87

PICKLEBALL

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of pickle ball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in pickle ball?

SECONDARY: How can pickle ball be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with pickle ball.
- demonstrate proper execution of the following skills: underhand serve forehand volley, and backhand volley.
- properly keep score.
- demonstrate proper sportsmanlike conduct and etiquette.
- play a singles and doubles pickle ball match.

RESOURCES

See Pages 85 - 87

RECREATIONAL AND LIFE TIME ACTIVITIES

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 to play various recreational and lifetime activities.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in each activity?

SECONDARY: How can these activities be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules.
- participate in the follow activities: bocce, horseshoes, shuffleboard, aerobic walking, and racquetball.

ACTIVITY EXAMPLES

- Bocce
- Shuffleboard
- Table Tennis

RESOURCES

See Pages 85 - 87

TENNIS

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized tennis match.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in tennis?

SECONDARY: What are the physiological benefits that stem from participating in a game of tennis?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with tennis.
- demonstrate proper execution of the following skills: serve, forehand volley, and backhand volley.
- properly keep score.
- demonstrate proper sportsmanlike conduct and tennis etiquette.
- play a singles and doubles tennis match.

RESOURCES

See Pages 85 - 87

Tri-District Physical Education

GRADES 9-12

TEAM SPORTS

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills

Strands and Cumulative Progress Indicators

A. Communication

- Use appropriate research methodology to investigate a health problem or issue.
- Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
- Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
- Employ strategies to improve communication and listening skills and assess their effectiveness.
- Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

- Demonstrate and evaluate the use of decision making skills.
- Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
- Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- Analyze the use of ethics and personal values when making decisions.
- Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

- Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

D. Character Development

- Demonstrate character based on core ethical values.
- Analyze how role models, and the core ethical values they represent, influence society.
- Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

- Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- Evaluate personal participation as both a leader and follower.
- Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
- Develop and articulate the group's goals, shared values, vision, and work plan.
- Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
- Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

- Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
- Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
- Compare and contrast health insurance and reimbursement plans.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life

Strands and Cumulative Progress Indicators

A. Movement Skills

- Demonstrate mature, mechanically correct form and control when combining and modifying movement skills in applied settings.
- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Apply and analyze the use of momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- Transfer specialized movement skills that use similar patterns from one movement activity to another.
- Design and perform smooth flowing sequences with intentional changes in direction, flow, and speed (e.g., martial arts, line dance, rollerblading, swimming).

B. Movement Concepts

- Analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.

- Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
- Analyze the impact of kinesthetic awareness, "perfect" practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
- Analyze how movement activities reflect culture, era, geography, or historical context.

C. Strategy

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

D. Sportsmanship, Rules, and Safety

- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
- Investigate the impact of rules and regulations on the health and safety of participants.

E. Sport Psychology

- Compare, contrast, and apply sport psychology techniques to mentally prepare for physical activity.

MODULE OBJECTIVE

Students will be able to properly demonstrate age appropriate skills for each sport as well as demonstrate proper sportsmanlike behavior.

MODULE ASSESSMENT

Students will participate in a variety of team sports that will aid in the development of relationships with partners and/or team.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: What life skills/ team sports will you partake in after graduation or take from your physical education experience?

SECONDARY: What team skills, physical, social and psychological, will you use in future endeavors?

LESSON OBJECTIVES

Students will be able to...

- develop skills that foster communication, decision making, planning and goal setting, character development, and leadership.
- develop knowledge of movement skills, movement concepts, strategy, sportsmanship, rules, safety, and sport psychology.
- learn and apply movement concepts and skills that foster participation in physical activities throughout life.

- learn health-enhancing personal, interpersonal and life skills.

SKILLS

Depending on activity

SPORTS

- Basketball
- Flag-Football
- Floor Hockey
- Lacrosse
- Soccer
- Softball
- Frisbee
- Volleyball

BASKETBALL

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of basketball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in basketball?

SECONDARY: How can the team concept of basketball be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with basketball.
- demonstrate proper execution of the following skills: dribble, bounce pass, chest pass, overhead pass, lay-up shot, jump shots, and free throws.
- demonstrate the use of defensive strategies; man-to-man and zone.
- utilize offensive strategies against various defenses.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with basketball.

RESOURCES

See Pages 85 - 87

FLAG FOOTBALL

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of flag football.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in flag football?

SECONDARY: How can the team concept of flag football be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with flag football.
- demonstrate proper execution of the following skills: spiral throw, receive, run pass patterns, defend, punt, pass and kick.
- properly keep score.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate understanding of the rules associated with flag football.

RESOURCES

See Pages 85 - 87

FLOOR HOCKEY

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of floor hockey.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in floor hockey?

SECONDARY: How can the team sport concept benefit a person in future life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with floor hockey.
- demonstrate skills associated with floor hockey: puck handling, shooting, passing, receiving, goalie work, blocking, and stick control.
- develop hand eye coordination.
- increase heart rate during activity and strengthen cardiovascular health levels.
- demonstrate an understanding of the rules/regulation and proper safety procedures involved in floor hockey.

RESOURCES

See Pages 85 - 87

LACROSSE

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of lacrosse.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in lacrosse?

SECONDARY: How can the team concept of lacrosse be beneficial for a person's future fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with lacrosse.
- demonstrate proper execution of the following skills: cradle, catching, throwing, overhand and shuffle pass, goal shots.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with lacrosse.
- demonstrate the use of defensive strategies; man-to-man and zone.
- utilize offensive strategies against various defenses.

RESOURCES

See Pages 85 - 87

SOCCER

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of soccer.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in soccer?

SECONDARY: How can the team concept of soccer be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with soccer.
- demonstrate proper execution of the following skills: dribble, pass, heading, shots at goal, goalie skills, defending, trapping.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with soccer.

RESOURCES

See Pages 85 - 87

SOFTBALL

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of softball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in softball?

SECONDARY: How can the team sport concept benefit a person in future life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with softball.
- demonstrate the following softball skills: throw, catch, field, bat, pitch, base running, officiate, and score keep.
- demonstrate proper sportsmanlike conduct in game of softball.
- demonstrate proper knowledge of softball rules.
- demonstrate the knowledge of various softball terms.
- demonstrate an understanding of offensive and defensive strategies.

RESOURCES

See Pages 85 - 87

FRISBEE

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of frisbee.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness/ cardiovascular benefits stem from playing frisbee?

SECONDARY: How can the team concept of frisbee be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with frisbee.
- demonstrate proper execution of the following skills: various frisbee throws and catching.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with ultimate Frisbee.
- increase heart rate and develop cardiovascular strength.

RESOURCES

See Pages 85 - 87

VOLLEYBALL

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

MODULE OBJECTIVE

Demonstrate the ability to use skills learned in grades 9-12 in an organized game of volleyball.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What components of fitness are used in volleyball?

SECONDARY: How can the team concept of volleyball be beneficial for a person's future fitness and life endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the history and popularity of sport as well as terminology associated with volleyball.
- demonstrate proper execution of the following skills: bump, set, spike, serve, dig, and block.
- demonstrate proper sportsmanlike conduct and etiquette.
- demonstrate an understanding of the rules associated with volleyball.
- develop upper body strength as well as agility skills.

RESOURCES

See Pages 85 - 87

Tri District Physical Education

GRADES 9-12

FITNESS

State Standard 2.6: All students will learn and apply health related fitness concept

Strands and Cumulative Progress Indicators

A. Fitness and Physical Activity

- Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
- Summarize the causes, influences, and responses of body systems during exercise.
- Describe how preventive healthcare, physiological monitoring, hydration, a safe environment, and exercising with a partner contribute to safe fitness activities.
- Evaluate the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

B. Training

- Develop and implement a training program to maximize health benefits and prevent exercise-related injuries and illnesses.
- Apply training principles to establish a progression of activity that will improve each component of fitness and justify the use of each principle.
- Compare and contrast the use of drugs, fitness products, and fads to achieve fitness.

C. Achieving and Assessing Fitness

- Engage in a variety of sustained, vigorous physical activities to enhance each component of fitness.
- Perform at the intensity level needed to enhance cardiovascular fitness, monitor physiological responses before, during, and after exercise, and modify exercise appropriately in response.
- Assess personal level of fitness, design a personal fitness plan considering current health and fitness status, goals and interests, skill level, accessibility and costs, and use technology to implement, monitor, and evaluate the plan.
- Demonstrate age and gender-specific progress towards the achievement of fitness goals for each component of health-related and skill-related fitness.
- Modify a fitness plan to accommodate for injury, illness, pregnancy, aging, and disability.
- Discuss the use of body mass index, body fat percentage, and fat deposition as measures of fitness.

FITNESS

MODULE OBJECTIVE

Students will be able to actively participate in fitness activities to achieve development of neuromuscular skills, strength, agility, and comparable growth, at a developmentally appropriate level.

MODULE ASSESSMENT

Students will participate in a variety of fitness activities focused on the education of maintaining healthy lifestyle practices.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: What is the plan you will use to achieve your desired, personal fitness level?

SECONDARY: What activities can you engage in to maintain a healthy lifestyle?

LESSON OBJECTIVES

Students will be able to...

- develop knowledge of appropriate fitness based physical activity, training, in addition to achieving and assessing personal fitness levels.
- learn and apply health related fitness concept.

SKILLS

See Weight Room and Exercise Module

SPORTS

- Power walking
- Spinning
- Yoga
- Pilates
- Low-impact and step aerobics
- Light weight training
- Weight lifting

WEIGHT ROOM

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to apply skill lessons learned in grades 9-12 to develop an individual work out plan while working out in the weight room.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What are the goals of each work out?

SECONDARY: How can the work out be developed and applied into lifetime fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the terminology associated with lifting weights.
- demonstrate proper execution of the following skills: bench press, triceps pull down, lat pulls, leg press, hamstring curls, bicep curls, dips, squats, shoulder press.
- design a personal workout based on personal fitness level and fitness goals.

RESOURCES

See Pages 85 - 87

EXERCISE

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

State Standard 2.5: All students will learn and apply movement concepts and skills that foster participation in physical activities throughout life.

State Standard 2.6: All students will learn and apply health related fitness concept.

MODULE OBJECTIVE

Demonstrate the ability to apply skill lessons learned in grades 9-12 to develop an individual fitness plan.

MODULE ASSESSMENT

Informal based observation, including question and answer, teacher observation, and daily fulfillment of classroom responsibilities.

ESSENTIAL QUESTIONS

PRIMARY: What is the fitness goal of each student?

SECONDARY: How can the work out be developed and applied into lifetime fitness endeavors?

LESSON OBJECTIVES

Students will be able to...

- discuss the terminology associated with each genre of fitness.
- demonstrate basic skills associated with the following fitness trends: yoga, Pilates, taeco, kickboxing, step aerobics, spinning, body bar sculpting, and fitness balls.
- design a personal workout based on personal fitness level and fitness goals.
- properly use a heart monitor to monitor heart rate training levels, calorie expenditure, and proper recovery transitions.

RESOURCES

See Pages 85 - 87

Tri-District Physical Education

GRADES 9-12

COOPERATIVE LEARNING

State Standard 2.2: All students will learn health-enhancing personal, interpersonal and life skills.

Strands and Cumulative Progress Indicators

A. Communication

- Use appropriate research methodology to investigate a health problem or issue.
- Develop, present, and evaluate a multimedia health presentation and adapt it to address the needs and interests of varying audiences.
- Teach others how to use communication skills, including refusal, negotiation, and assertiveness.
- Employ strategies to improve communication and listening skills and assess their effectiveness.
- Evaluate the economic, political, social, and aesthetic impacts of health messages found in literature, art, music, theater, and television.

B. Decision Making

- Demonstrate and evaluate the use of decision making skills.
- Evaluate factors that influence major health decisions and predict how those factors will change or conflict at various life stages.
- Use reliable and valid health information to assess social situations and conditions that impact health and safety.
- Analyze the use of ethics and personal values when making decisions.
- Critique significant health decisions and debate the choices made.

C. Planning and Goal Setting

- Appraise individual and family needs in order to achieve and maintain wellness and design a plan for lifelong wellness.
- Evaluate how family, peers, healthcare providers, and the community support or hinder the achievement of a wellness plan.

D. Character Development

- Demonstrate character based on core ethical values.
- Analyze how role models, and the core ethical values they represent, influence society.
- Analyze the impact of community or public service on individual and community core ethical values.

E. Leadership, Advocacy, and Service

- Assess personal and group contributions and strengths that lead to the achievement of goals and tasks.
- Evaluate personal participation as both a leader and follower.
- Discuss factors that influence intrinsic and extrinsic motivation and employ motivational techniques to enhance group productivity.
- Evaluate a group's ability to be respectful, supportive, and adherent to codes of conduct.
- Develop and articulate the group's goals, shared values, vision, and work plan.
- Plan, implement, and evaluate activities to benefit a health organization, cause, or issue.
- Assess community awareness and understanding about a local, state, national, or international health issue.

F. Health Services and Careers

- Access health and fitness services, programs, and resources and evaluate them for cost, availability, accessibility, benefits, and accreditation.
- Analyze the preparation, licensing, and responsibilities of wellness and fitness professionals.
- Compare and contrast health insurance and reimbursement plans.

MODULE OBJECTIVE

Students will be able to engage in various activities at a developmentally appropriate level to enhance social growth and developmental skills such as loyalty, decision-making, camaraderie, cooperation, and a sense of sportsmanship through team building activities.

MODULE ASSESSMENT

Students will participate in group activities developing relationships with partners and/or teams developing a specific outcome.

Students will participate in activities that will encourage the desire to remain physically active throughout their lifetime.

ESSENTIAL QUESTIONS

PRIMARY: How did we accomplish our goal and are there other strategies or approaches to attain the same goal?

SECONDARY: How do you assess risks in order to make appropriate decisions?

LESSON OBJECTIVES

Students will be able to...

- develop skills of communication, decision making, planning and goal setting, character development and leadership.
- learn health-enhancing personal, interpersonal and life skills.

MODULE SKILLS

- demonstrate team relationships.
- communicate and develop ideas during activities.
- use cooperative and competitive strategies to achieve a group goal.
- work together to accomplish an individual or group goals.
- perform peer evaluation.

ACTIVITIES

Name game, tag games: everybody's it, pair tag, blob tag, hospital tag, triangle tag, clock, bottoms up, mirroring, spotting, how to fall, human knot, leans, human bridge, all aboard, hoop to hoop, hoop rodeo, Sherpa walk, tp shuffle, trust fall, pendulum, willows, levitations, shake and bake, spider web, stepping stones, swinging log, nitro crossing, Mohawk walk, triangle traverse, group jump, introduction to equipment, belay instruction, commands and safety, climbing

RESOURCES

See Pages 85 - 87

GRADE 7-12 TEAM SPORTS RESOURCES

Supplies: basketballs

Texts: Resources in Physical Education office

Website: <http://www.basketball.com/>
<http://en.wikipedia.org/wiki/Basketball>

Supplies: flag football supplies

Texts: Resources in Physical Education office

Website: <http://www.flagfootball.org/>
http://en.wikipedia.org/wiki/Flag_football

Supplies: floor hockey equipment

Texts: Resources in Physical Education office

Website: http://en.wikipedia.org/wiki/Floor_hockey

Supplies: lacrosse Supplies

Texts: Resources in Physical Education office

Website: <http://www.lacrosse.org/>
<http://en.wikipedia.org/wiki/Lacrosse>

Supplies: soccer supplies

Texts: Resources in Physical Education office

Website: [http://en.wikipedia.org/wiki/Football_\(soccer\)](http://en.wikipedia.org/wiki/Football_(soccer))
<http://soccernet.espn.go.com/origin?cameFrom=%3F>

Supplies: softball equipment

Texts: Resources in Physical Education office

Website: <http://en.wikipedia.org/wiki/Softball>

Supplies: volleyball supplies

Texts: Resources in Physical Education office

Website: <http://www.usavolleyball.org/>
<http://en.wikipedia.org/wiki/Volleyball>

Supplies: frisbee, cones

Texts: Resources in Physical Education office

Website: http://www.whatisultimate.com/what/what_home_en.html
[http://en.wikipedia.org/wiki/Ultimate_\(sport\)](http://en.wikipedia.org/wiki/Ultimate_(sport))

GRADES 7-12 FITNESS

Supplies: weight room equipment

Texts: Resources in Physical Education office.

Websites: http://en.wikipedia.org/wiki/Weight_training
http://www.kidshealth.org/teen/food_fitness/exercise/strength_training.html

Supplies: Mats

Texts: Resources in Physical Education office

Websites: <http://www.fitness.com/>
<http://www.fitness.gov/>

Supplies: Equipment (machines and weights), heart rate monitors, videos,

Texts: Resources in Physical Education office

Websites:

Fitness <http://www.fitness.com/>, <http://www.fitness.gov/>

YOGA <http://en.wikipedia.org/wiki/Yoga>

Pilates http://www.easyvigour.net.nz/pilates/h_pilates_classic.htm

Spinning <http://www.spinning.com>

Step Aerobics http://en.wikipedia.org/wiki/Step_aerobics

Power Walking <http://www.thewalkingsite.com/howtowalk.html>

GRADES 7-12 COOPERATIVE LEARNING

Supplies: yarn balls, boards, spots, scarf balls, soft footballs, hula hoops, bean bags

Texts: Resources in Physical Education office

Websites: <http://www.pa.org/>

GRADES 7-12 LIFETIME SPORTS

Supplies: pickle ball supplies

Texts: Resources in Physical Education office

Website: http://www.usapa.org/whatis_pball/index.php
<http://en.wikipedia.org/wiki/Pickleball>
<http://www.sportsknowhow.com/pickleball/history/pickleball-history.shtml>

Supplies: badminton supplies

Texts: Resources in Physical Education office

Websites: <http://www.usabadminton.org/>
<http://en.wikipedia.org/wiki/Badminton>

Supplies: Archery equipment

Texts: Resources in Physical Education office

Websites: <http://en.wikipedia.org/wiki/Archery>
<http://www.usarchery.org/>

Supplies: Golf supplies

Texts: Resources in Physical Education office

Websites: <http://en.wikipedia.org/wiki/Golf>
<http://www.pga.com/home/>

Supplies: Depending on Sport

Texts: Resources in Physical Education Office

Websites: <http://en.wikipedia.org/wiki/Bocce>
<http://www.sportsknowhow.com/bocce/index.html>
<http://tabletennis.about.com/>

Supplies: Tennis supplies

Texts: Resources available in Physical Education office

Websites: <http://en.wikipedia.org/wiki/Tennis>
<http://www.usta.com/home/default.sps>