Teacher: CORE P.E. Grade 5
Course: P.E. Grade 5

Year: 2010-11 Month: All Months

Essential Question	I ONIENI	Skills	Vocabulary	Assessments	Lessons F	Resources	Star
	Creative Games	-Play					PE.
	rules	according					PEF
	Personal Living Skills	to game					HE.
		rules and					FIT
	Self Reliance	safety					ST
		procedures					WI
	Social Skills	-Identify					TH
		orally					NE
	Personal Management Skills	importance					K٢
		of group					A١
	q Self Control	cooperation					TC
		-Identify					AN
	q Respect for others	orally two					M
		community					PH
	q Safety	resources					Fľ
		-State in					PA
	q Self Expression	writing two					IN
		strategies					AC
	q Respect for individual difference	and/or					A١
		problem					M
	q Decision making	solving					PE
		abilities					HF
	q Self Accountability						PE
							PE
	q Communication						EL
							pa
	q Problem solving						ph
							act
	q Courage						(ga
	_						exe
	q Collaboration						pro
							coi
	q Honesty/Fairness						ead
							PE
	q Cooperation/Teamwork						PE
							ED
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q Ethics	master
q Competition	motor
	locom
q Conflict resolution	manip
q Leadership/Followership	skills, unders
q Leadership/1 onowership	fundar
q Diligence	princi
	mover
q Trust	PE.E.(
q Perseverance	PHYS EDUC
q i elseverance	unders
q Initiative	effects
	activit
Personal Fitness and Wellness	body,
	associ
Cardiovascular Endurance	the bas
Flexibility	compo
	health
Muscular Strength & Endurance	fitness
	(cardio
Skill Related Fitness	muscle
q None	endura
q None	flexibi
q Upper body	body
	compo
q Upper body	PE.E.(PHYS
a Palanca	EDUC
q Balance	unders
q 2 minutes	relatio
	betwee
q Midsection	activit
	individ being.
q Midsection	PE.E.(
q Coordination	PHYS
	EDUC
q 5 minutes	come
	and pr
	approj partici

q Lower body		sp
q Lower body		be pi
		ar
q Agility		er
a 10 minutos		P P
q 10 minutes		
q Reaction Time		W
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q 10+ minutes		W
		ac
q Speed		va ar
q Power		
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Activity(s): Activity(s): A	ctivity(s):	E
Activity(s):		de
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MOTOR/MANIPULATI	ON	00
SKILLS		ar
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Movement		ac
Manipulation		P
manpatation		P
Striking		E
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q Stretching		re
		av ho
q Blocking		
q Kicking		oj
q mexing		pa
q Juggling		er
		lo
q Striking with a		
	_	le
a Danain a		
q Running		
q Guarding		
q Throwing		

q Setting up			
q Catching with a			
q Skipping	_		
q Climbing			
q Catching			
q Other	-		
q Blocking with a			
q Dodging	_		
q Tumbling			
q Trapping			
q Other	-		
q Other			
q Jumping			
q Other			
q Dribbling			
q Pivoting			
q Other			
q Serving			
q Starting			
q Rebounding			
q Change of direction			

Personal Living Skills
Self Reliance
Social Skills
Personal Management Skills
q Self Control
q Respect for others
q Safety
q Self Expression
q Respect for individual difference
q Decision making
q Self Accountability
q Communication
q Problem solving
q Courage
q Collaboration
q Honesty/Fairness
q Cooperation/Teamwork
q Ethics
q Competition
q Conflict resolution
q Leadership/Followership
q Diligence

q Trust				
q Perseverance				
q Initiative				
Personal Fitness and Wellness				
Cardiovascular Endurance				
Flexibility				
Muscular Strength & Endurance				
Skill Related Fitness				
q None				
q Upper body				
q Upper body				
q Balance				
q 2 minutes				
q Midsection				
q Midsection				
q Coordination				
q 5 minutes				
q Lower body				
q Lower body				
q Agility				
q 10 minutes				
q Reaction Time				
l	l	 I	<u> </u>	

q 10+ minutes				
q Speed				
q Power				
Activity(s): Activity(s): Activity(s) Activity(s):	:			
MOTOR/MANIPULATION SKILLS				
Movement				
Manipulation				
Striking				
q Stretching				
q Blocking				
q Kicking				
q Juggling				
q Striking with a				
q Running				
q Guarding				
q Throwing				
q Setting up				
q Catching with a				
q Skipping				
q Climbing				
		2		

q Catching				
q Other				
q Blocking with a				
- Dedaine				
q Dodging				
q Tumbling				
q Trapping				
q Other				
q Other				
q Jumping				
q Other				
q Dribbling				
q Pivoting				
q Other				
q Serving				
q Starting				
q Rebounding				
q Change of direction				
Locomotor				
Nonmanipulative				
Manipulative				
Walking				

RunningII <th></th> <th></th> <th></th> <th></th>				
Skipping Image: Skipping Galloping Image: Skipping Sliding Image: Skipping Chasing, fleeing, and dodging Image: Skipping Turning Image: Skipping Twisting Image: Skipping Rolling Image: Skipping Balancing Image: Skipping Transferring Weight Image: Skipping Jumping and Landing Image: Skipping Curling Image: Skipping Curling Image: Skipping Curling Image: Skipping Punting Image: Skipping Volleying Image: Skipping Striking with rackets Image: Skipping Striking with long handled Image: Skipping	Running			
Galloping Image: Siding	Hopping			
Sliding Image: Slidi	Skipping			
Chasing, fleeing, and dodging Image	Galloping			
Turning Image: Im	Sliding			
Twisting Image: Striking with long handled	Chasing, fleeing, and dodging			
Rolling Image: Selection of the selection of	Turning			
Balancing Image: Stretching Image: Stretching Image: Stretching Curling Image: Stretching Image: Stretching Image: Stretching Volleying Image: Stretching Image: Stretching Image: Stretching Striking with long handled Image: Stretching Image: Stretching Image: Stretching	Twisting			
Transferring Weight Jumping and Landing Image: Construction of the second of the	Rolling			
Jumping and LandingImage: StretchingStretchingImage: StretchingCurlingImage: StretchingThrowingImage: StretchingCatching and collectingImage: StretchingKickingImage: StretchingPuntingImage: StretchingDribblingImage: StretchingStriking with racketsImage: StretchingStriking with long handledImage: Stretching	Balancing			
Stretching Curling Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled	Transferring Weight			
CurlingImage: CurlingThrowingImage: Catching and collectingCatching and collectingImage: CatchingKickingImage: CatchingPuntingImage: CatchingDribblingImage: CatchingVolleyingImage: CatchingStriking with racketsImage: CatchingStriking with long handledImage: Catching	Jumping and Landing			
Throwing Catching and collecting Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled	Stretching			
Catching and collecting Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled	Curling			
Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled	Throwing			
Punting Dribbling Volleying Striking with rackets Striking with long handled	Catching and collecting			
Dribbling Volleying Striking with rackets Striking with long handled	Kicking			
Volleying Striking with rackets Striking with long handled	Punting			
Striking with rackets Striking with long handled	Dribbling			
Striking with long handled	Volleying			
	Striking with rackets			

I	Group	Through	 	 	
	Challenges	participation			
		in group			
		activity,			
		students will			
		demonstrate:			
		-compassion			
		-trust			
		-citizenship			
		-respect			
		Participate in			
		stunts and			
		challenges in			
		group			
		settings:			
		amoeba tag,			
		knots, group			
		juggling, equipment			
		challenge,			
		partner and			
		small group			
		balances.			
		Students will			
		recognize			
		leadership			
		versus			
		followership			
		relationship.		 	
	Individual	Through			
	Challenges	participation			
		in individual			
		challenges,			
		students will			
		demonstrate:			
		-decision			
		making			
		-problem solving			
		-honesty			
		-self-			
		confidence			
		-low risk			
		taking			

			behaviors -higher risk taking behaviors					
S	SOCCER							
e p t	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
e m b e r		1.passing 2.dribbling 3.shooting 4.trapping 5.positional play	 stationary passing with a partner and trapping passing while moving dribbling through stationary objects shooting at a target with dominant foot spatial awareness during play goalie strategies - proper use of hands, positioning in the goal area, punting and throwing. display of proper sportsmanship during play 					
	Start Up Games and Activities.							1
	Lifetime Spo	rts/activities						
	Essential Questions	Content	Skills	Vocabu	lary Assessm	ents Lessons	Resource	s Stand

	Teamwork	Know and		physical		PE.
interacting	safety	understand		fitness		PH
Ŭ		the health		testing		ED
		related		Running		sho
help with the	Rules/Regulations	components		_		info
students	Strategy	of fitness				con
social	Sportsmanship	through				awa
		strength				alte
How will		training,				ava
lifetime		fitness testing				the
sports effect		and aerobic				thei
your fitness?		conditioning.				con
What is the		Demonstrate				phy
value of		an				and
continuing		understanding				able
lifetime		of one's level				faci
fitness?		of personal				pro
		fitness related				ava
		to stress,				
		healthy-eating				
		and choice of				
		leisure				
		activities.				
		Analyze and				
		evaluate				
		personal				
		fitness status				
		in terms of				
		cardiovascular				
		endurance,				
		muscular				
		strength,				
		endurance,				
		flexibility,				
		and body				
		composition.				
		Acquire				
		knowledge				
		and				
		understanding				
		of factors that				
		effect				
		movement				
		and responses				
		of body				
		systems				

	during			
	physical			
	activity.			
	Develop a			
	desire to			
	participate in			
	order to			
	maintain			
	physical			
	fitness.			
	Participate in			
	a variety of			
	activities tha			
	develop			
	health-related			
	physical			
	fitness.			
	Demonstrate			
	understanding			
	and respect			
	for			
	differences			
	among people			
	in physical			
	activity			
	settings.			
	Understand			
	and apply the			
	concept of			
	team and			
	lifetime sports			
	activities.			
	Analyze,			
	achieve and			
	maintain a			
	healthful level			
	of physical			
	fitness.			
	Develop a			
	positive			
	attitude			
	towards			
	physical			
	activity by			
	accepting			
	challenges	 		
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			and extendin their persona capabilities and experiences.	1				
O c	BASKETBA	LL						
t o	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standard
ber		strategies - man to man 5. offensive strategies - screen and roll 6. understand rules for a modified game 7. pivot foot Locomotor Nonmanipulative Manipulative Walking Running Hopping Skipping Galloping Sliding Chasing,	hand 2. dribbling while moving 3. perform chest and bounce pass with a partner while stationary 4. dribbling - pivoting - passing to a moving target 5. shooting - lay up, block jumper, and jump shot 6. participate in modified games - 1v1, 2v2, 3v3, PIG, knockout 7. demonstrate good					

Basketball	Kicking Punting Dribbling Volleying Striking with rackets Striking with long handled implements						
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
What are the boundaries and starting areas for basketball? What are the point values of baskets in basketball? What are the basic rules of this game? What are your positions for offense and defense? What are some modifications we could use in this game?	concepts Effort fitness manipulative s skills safety social skills Spatial Awareness	cooperate and play a small group game using passing, recieving and shooting toward an appropriate height goal dribble and pass in a small group keep away game dribble and keep the ball away from an opponent in a 1 on 1 situation shoot toward an appropriate height goal from different distances travel, dribble and pivot on one foot to begin dribbling in another direction		self assessment 10/31/2010			PE.E.(PERS HEAL FITNI STUD WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITNI PART IN PH ACTT AND MAIN PERS HEAL PE.E.(PHYS EDUC partici physic activit (game exerci provid condit each f

dribble and	PE.E
change from	PHY
one speed to	EDU
another	devel
without	fitnes
stopping	throu
dribble and	pract
smoothly	and p
change from	PE.E
one direction	PHY
to another	EDU
without	demo
stopping	maste
dribble	funda
continuously	moto
while	locor
stopping and	mani
starting	skills
traveling at	under
the signal	funda
dribble and	princ
pass in a	move
small-sided	PE.E
game keep-	PHY
away	EDU
situation	under
move in order	effec
to throw to a	activi
stationary	body
partner while	assoc
being guarded	inacti
in small	the ba
group keep-	comp
away	healt
situation	fitnes
	(card
	musc
	musc
	endu
	flexit
	body
	comp
	PE.Ē
	PHY
	EDU
	demo

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						fitness
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Football ~ This is a three week unit.

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
Can you	Warm up	cardiorespiratory		Teacher	Football		
name three	Safety Rules	warm up		observation	Lesson one		
different	Sportsmanship			of student	Football		
offensive	Offensive	coordination		performance			
positions and		warm up		during	Football		
1 1	 ▲	pass pattern tree		modified	lesson three		
purpose of	strategy	- square, fly,		football	Football		
the	Defensive	slant, post, flag,		C	Lesson four		
"offensive	plays,	buttonhook		10/31/2010	Football		
team" ?	1	throwing			Lesson five		
Can you	strategy	techniques			Football		
name three	Modified	catching			lesson six		
different	football game	techniques					
defensive		punt, pass and					
positions and		kick - kick from					
explain the		a tee					
purpose of		punt, pass and					
the		kick - kicking					
"defensive		from a tee					
team"?		offensive					
What is the		positions -					
purpose of		guard, center,					
the "line of		quarterback,					
scrimmage"		running back,					
in a football		wide receiver					
game?		defensive					
		positions					
		special team					
		positions -					
		kicker, punter					
		defending the					
		receiver safely					

N o COOPERATIVE GAMES

e	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
	What do I need to do to solve a		Build community		Teacher questions and			PE.E.(PERS

member	within class		observation		HEA
			12/1/2010		FITN
					STUI
					WILI
					THE
	-				NEC
					KNO
1					AND
	situations				TOE
look like?	Accepts				AND
Skill	differences				MAI
	of others in				PHY
Grade	the group				FITN
					PAR
Overhand					IN PI
Throw- Cues:					ACT
					AND
opposition,					MAI
					PERS
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					PE.E
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Uses at least					(gam
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All cues used					devel
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1 · 1 · · · ·					PE.E
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					EDU
All cues used					demo
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					funda
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	Positive behavior and language in a winning/losing situation What does positive sportsmanship look like? Skill Grade Overhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body.	Positive behavior and language in aProblem solving Conflictwinning/losing situationConflictwinning/losing situationAcceptsWhat does positive sportsmanship look like?responsibility in group situationsSkillAcceptsSkilldifferences of others in the group situationsGradesituationsOverhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body.Image: Step with opposition, side to target, elbow at 90 degree, follow through across body.IAll cues used in station activities.1All cues used in station activities- when prompted.2All cues used in station, lead-up or	Positive behavior and language in a winning/losing resolution AcceptsWhat does positive sportsmanship look like?responsibility in group situationsGradedifferences of others in the group situationsOverhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body.KUses at least two cues when prompted in station activities.1All cues used in station activities- when prompted.2All cues used in station, lead-up or	Positive behavior and language in a winning/losing resolutionProblem solving Conflict winning/losing resolution12/1/2010Situation situation positive positive in group sportsmanship sluations look like?Accepts Accepts differences of others in differences of others in situations12/1/2010Grade the group situationsAccepts Accepts differences of others in differences of others in situations1Overhand Throw- Cues: Step with opposition, side to target, elbow at 90 degree, follow through across body.1KUses at least two cues when prompted in station activities.11All cues used in station activities- when prompted.12All cues used in station, lead-up or1	Positive behavior and language in a Conflict winning/losing resolution situation accepts12/1/2010What does responsibility positive in group sportsmanship sluations look like? Accepts12/1/2010Skill of others in Grade the group situationsAcceptsOverhand Throw- Cues: Step with oposition, side to target, elbow at 90 degree, follow through across body.He group situationsKUses at least two cues when prompted in station activities- when prompted.Image: Comparison of the situation of the situation activities- when prompted.Image: Comparison of the situation of the situation activities- when prompted.Image: Comparison of the situation of

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Uses the skill				skills
for a variety of				unde
purposes.Can				funda
throw within				princ
range of				move
intended				PE.E
target.				PHY
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All cues used				activ
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Uses the skill				comp
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All cues used				PE.E
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	for a variety of purposes.Can throw within range of intended target. 3	for a variety of purposes.Can throw within range of intended target. 3 All cues used in authentic game situation. Uses the skill for a variety of purposes.Can throw accurately to a stationary target. 4 All cues used in authentic game situation with fluidity. Examples of authentic situations include: Uses the skill for a variety of purposes.Can throw accurately to a stationary target.	for a variety of purposes.Can throw within range of intended target.3All cues used in authentic game situation.Uses the skill for a variety of purposes.Can throw accurately to a stationary target.4All cues used in authentic game situation4All cues used in authentic game situation with fluidity.Examples of authentic situations include:Uses the skill for a variety of purposes.Can throw accurately to a stationary	for a variety of purposes.Can throw within range of intended target. 3 All cues used in authentic game situation. Uses the skill for a variety of purposes.Can throw accurately to a stationary target. 4 All cues used in authentic game situation with fluidity. Examples of authentic situations include: Uses the skill for a variety of purposes.Can throw acturately to a stationary

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	All cues used	bety
	in authentic	acti
	game situation	indi
	with fluidity.	beir
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	Examples of	PH
	authentic	ED
	situations	con
	include:	safe
		env
	Can throw a	obs
	leading pass	con
	overhand to a	gan
	moving	recr
	partner. Uses	outo
	the skill for a	PE.
	variety of	PH
	purposes. Can	ED
	throw on the	con
	moveCan	and
	throws with	app
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Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources
Why is	The students	Underhand Serve			Forearm	
sportsmanship	will	Forearm Pass ("Bump")			Passing/"Bump"	
such an	understand	Setting			LP#22	
essentiel part	the	Volleyball Rules/Rotation			Setting/Spiking	
of Physical	importance	Gameplay			Volleyball	
Education?	of teamwork	Sportsmanship/Teamwork			Rules/Game	
What health	and be able				Play	
benefits are	to					

D	provided through participation in volleyball? Lifetime Spor	demonstrate it during Volleyball in Physical Education class. The students will know and understand the rules associated with playing in a Volleyball Tournament.						
e c e	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
e m b e r	How does interacting with classmates help with the students social	Games/Games Rules/Regulations Strategy Sportsmanship Self-Motivation	Know and understand the health related components of fitness through strength training, fitness testing and aerobic conditioning. Demonstrate an understanding of one's level of personal fitness related to stress, healthy-eating and choice of leisure activities. Analyze and evaluate			physical fitness testing		PE.I.(PHYS EDU(should inform consu aware altern availa them their comm physio and sl able t facilit progr availa

	personal		
	fitness status		
	in terms of		
	cardiovascular		
	endurance,		
	muscular		
	strength,		
	endurance,		
	flexibility,		
	and body		
	composition.		
	Acquire		
	knowledge		
	and		
	understanding		
	of factors that		
	effect		
	movement		
	and responses		
	of body		
	systems		
	during		
	physical		
	activity.		
	Develop a		
	desire to		
	participate in		
	order to		
	maintain		
	physical		
	fitness.		
	Participate in		
	a variety of		
	activities tha		
	develop		
	health-related		
	physical		
	fitness.		
	Demonstrate		
	understanding		
	and respect		
	for		
	differences		
	among people		
	in physical		
	activity		
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u	Questions	Content	SKIII5	v ocabulai y	Assessments	Lessons	Resources	Stanc
а		FitnessGram	1. warm-up -					PE.I.
r			walking,					PHY
У			jogging,					EDU
			running.					demo
			2. muscular					comp
			strength					varie
			3. muscular					physi
			endurance					activ
			4. heart rate					(gam
			5. flexibility					exerc
			6. spatial					provi
			awareness					cond
			7. start and					each
			stop signals					PE.I.
								PHY

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F TEAM ACTIVITIES:FLOOR HOCKEY

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
1	1. forehand	1. students					PE.I.
ι	and backhand	will perform a					PHY
	pass	forehand and					EDU
7	2. proper grip	backhand					deve
	and ability to						leade
	control stick	stationary					prob
	3. wrist shot	partner					solvi
	4. spatial	2. stick					coop
	awareness	handling and					team
	5. goalie	spatial					parti
	strategies	awareness					grou
	6. play	while moving					PE.I
	modified	3.					PHY
	game and	performance					EDU
	knowledge of	of a wrist shot					unde
	rules	against the					risk
		wall while					phys
		stationary					is pe
		4. use and					inco
		understanding					perf
		of goalie					extr
		glove to					envi
		freeze the					con

		without body contact					em con ess saf PE PH ED de con col we spo and oth PE PH ED wo con we
Foam Paddle	Hockey						acc go act der con for inv
Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand

make sure the	locomotor	game using			
	movement	passing,			
		recieving and			
move or	skills	shooting			
stand still	safety	toward an			
	social skills	appropriate			
	Spatial	goal			
ball	Awareness	dribble and			
What are		pass in a			
some		small group			
modifications		keep away			
we could use		game			
in this game?		dribble and			
What are the		change from			
basic rules of		one speed to			
this game?		another			
What are the		without			
boundaries		stopping			
and starting		learn the			
areas		boundaries or			
Why do we		limits of their			
work as a		self-space			
team		when using			
How is the		equipment			
safe and		handle			
proper way to		equipment			
hold and use		safely and			
the stick?		return it			
		when			
		finished			
		learn that			
		exercise has a			
		positive			
		effect on the			
		body			
		work in small			
		or large			
		groups to			
		meet a			
		common goal			
		verbalize			
		their feelings			
		with			
		assistance			
		stop on a			
		signal			

		proper warm- up proper cool down					
M STRIKING							
a r Essential c Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
h *What skills do I need to know? *What is the difference betwwen short & long * What sport use long & short? *How can these skills b used in other sports?	considerations *Paddle use *Lead up activities ? s	*Hand position *Volleying *Serving *Pairs team *Mini game		Teacher check listTeacher observation 3/31/2011			PE.E. PERS HEAI FITN STUE WILL THE NECE KNOV AND TO ES AND MAIN PHYS FITN PART IN PH ACTI AND MAIN PERS HEAI PE.E. PHYS EDUC activiti (game exerci provid condit each f PE.E.

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Team Handball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
What are	Safety	1. Throwing					PE.E.
the	considerations	a. accuracy					PHYS
boundaries	Throwing	b. distance					EDUC
for the	space	2. Catching					demor
Court?	awareness	a. Hand/Eye					care,
	positioning	b. One hand/Two					consid
Who is	catching	hands					and re
allowed in	movement	3. Movements					self ar
the crease?	without ball	a. Open spaces					during
		b.					activit
How many		Speeds(Fast/Slow/Pace)					PE.E.0
passes do		4. Blocking					PERS
you need		a. With Hands/Feet					HEAL
before you		5. Off/Def.					FITNI
shoot?		a. Strategies					STUD
		b. Pick and Roll					WILL
How many							THE
steps are							NECE
you allowed							KNOV
with the							AND
ball?							TOES
							AND
How long							MAIN
do you have							PHYS
to hold the							FITN
ball?							PART

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AND MAIN PERS HEAT PELS EDUC partici physic activit (game exerci provic condi each f PELS EDUC demot maste finda motor lacem manip skills, under more PELS EDUC demot maste finda motor lacem maste scrite provic condi each f PELS EDUC demot maste finda motor lacem maste skills, under sfart saft saft saft price finda princi saft saft saft PHYS EDUC contri saft saft saft saft saft saft saft saft				ACTI
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A SOFTBALL / WIFFLEBALL SKILLS

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i	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standa
i 1	Questions *What are the rules for a modified game? *What are the health benefits? *How will this affect my role as a spectator	*Safety for striking objects *Positions on the field *Where to play in the community *Safety for	Skills *Base running *Throwing *Catching (ground,pop fly) *Bat grip *Hitting off a teachers pitch Hitting off a Tee.	Vocabulary	Assessments observation 5/1/2011	Lessons		PE.E.(PHYS EDUC demor master fundar motor, locom manip skills, unders fundar princij mover PE.E.(PHYS EDUC unders relatio betwee activit individ being. PE.E.(PHYS EDUC contril safe ar enviro observ
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M Track and Field

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Stand
	Demonstrate	Demonstrate					PE.I.
	general	proper					PHY
	knowledge in	running form.					EDU
	a variety of	Demonstrate					knov
	track and	proper					skills
	field events.	throwing					in co
	Define the	techniques of					and r
	following	the sports.					used
	terms: sprint	Demonstrate					conte
	(dash), relay,	proper					gam
	baton, shot	running					sport
	put, and	jumping					addit
	discus.	form.					envii
		Demonstrate					cons
		running and					PE.I.
		then jumping					PHY
		form.					EDU
		Demonstrate					deve
		ability run					leade
		and jump					prob
		together to					solvi
		ability to					coop
		perform a					team
		long jump.					parti

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Content 1. rhythmic breathing 2. strokes - front crawl, elementary backstroke, breaststroke 3. treading water 4. floating - on front and back	Skills 1. stationary bobbing of body while rhythmically breathing for 20 seconds 2. students will perform proper kick techniques of	Vocabulary	Assessments	Lessons	Resources	Stand PE.I. PHY EDU demo abilit phys infor
breathing 2. strokes - front crawl, elementary backstroke, breaststroke 3. treading water 4. floating - on front and	bobbing of body while rhythmically breathing for 20 seconds 2. students will perform proper kick techniques of					PHY EDU demo abilit phys
 5. introduction to diving 6. retrieval of objects under water 7. underwater 	will be able to tread water using arms and legs for one minute 4. students will perform a surface dive to retrieve an object in the shallow end 5. students will use the					prod servi PE.I. PHY EDU com integ fund skills tech on fe inclu asses unde relat betw phys and t prev illne and j deatl PE.I.
	wall to push off and swim underwater for half the width of the pool					PHY EDU deve impl pers plan self- and
	to diving 6. retrieval of objects under water 7. underwater	to diving 6. retrieval of objects under water 7. underwater distance swim distance dive to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the	to divingsupport.6. retrieval of3. studentsobjects underwill be able towatertread water7. underwaterusing armsdistance swimand legs forone minute4. studentswill perform asurface diveto retrieve anobject in theshallow end5. studentswill use theaid of thewall to pushoff and swimunderwaterfor half the	to diving 6. retrieval of objects undersupport. 3. students will be able to tread water7. underwater distance swimusing arms and legs for one minute4. students will perform a surface dive to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the	to diving 6. retrieval of objects undersupport. 3. students7. underwater distance swimwill be able to tread water7. underwater distance swimusing arms and legs for one minute 4. students will perform a surface dive to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the	to diving 6. retrieval of 3. students will be able to water 7. underwater distance swim and legs for one minute 4. students will perform a surface dive to retrieve an object in the shallow end 5. students will use the aid of the wall to push off and swim underwater for half the width of the

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