

Teacher: CORE P.E. Grade 9-10
 Course: P.E. Grade 9-10

Year: 2010-11
 Month: All Months

September

TEAM ACTIVITIES: Lacrosse

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Lacrosse	Identify in writing and verbally: - History of Lacrosse - Original name of Lacrosse - National sport of what country	- Baggataway -Crosse -Canada				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.02-A SAFETY AND HEALTH ENVIRONMENT: STUDENTS WILL ACQUIRE THE KNOWLEDGE AND ABILITY NECESSARY TO CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT. PE.C.02.PI.A. PHYSICAL EDUCATION

							know the potential safety hazards associated with a wide variety of games and activities and be able to prevent and respond to accidents
	Parts of Crosse	Identify in writing and verbally the parts of the stick:	-Head -Shaft -Pocket -Butt-End				PE.C.01.PLA PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities
	Fundamental Techniques:	<p>During game play, perform the 3 basic cradles:</p> <ul style="list-style-type: none"> - men's horizontal - men's one-arm vertical - women's two-arm vertical <p>During game play, perform the 2 basic pick ups:</p> <ul style="list-style-type: none"> - scoop - pull back <p>Pass and catch with a partner from</p>	-Cradling -Pick-Ups -Scoop -Pullback -Dodge				<p>PE.C.01.PLA PHYSICAL EDUCATIO demonstrate proficiency in selected complex physical activities (game sports, exercises) that provide conditioning for each fitness area</p> <p>PE.C.01.PLA PHYSICAL EDUCATIO establish and maintain a high level of skill performance demonstrate mastery of fundamental movement for</p>

		approximately 10-15 feet away (stationary). During game play, perform the 3 basic dodges: <ul style="list-style-type: none"> - bull - pivot - face 					and skills that can contribute to daily living tasks, and analyze skill activities
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TEAM ACTIVITIES: Flag Football

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Football	Identify in writing and verbally: -Developed in what year? -What sports did it borrow from?					PE.C.02.PI.A PHYSICAL EDUCATION demonstrate responsible personal and social behavior while engaged in physical activities
	Rules of Flag Football	Identify and Memorize 5 Basic Flag Football Rules: 1- If the ball hits the ground the play is over 2- No Tackling 3- Once the flag is pulled the play is over 4- Must be at least 1 person on the line at all	Line of Scrimmage Wide Receiver Running Back Offensive Line Defensive Line Safety Corner				PE.C.01.PI.A PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities

		<p>times</p> <p>5- Defensive player cannot rush unless quarterback crosses line of scrimmage or there is a handoff</p> <p>Positions:</p> <p>Line</p> <p>Quarterback</p> <p>Wide Receiver</p> <p>Running Back</p> <p>Offensive Line</p> <p>Defensive Back</p> <p>Defensive Line</p>				
	Fundamental Techniques:	<p>1- Using proper throwing technique, throw a football to a stationary target 20 yards.</p> <p>2- Using proper throwing technique, throw a football to a moving target 20 yards.</p> <p>Catch the Football keeping</p>	<p>Throwing</p> <p>Catching</p> <p>Passing</p> <p>Spatial Awareness</p> <p>Team Strategies</p>			<p>PE.C.01.PI.A</p> <p>PHYSICAL EDUCATION</p> <p>establish and maintain a high level of skill performance</p> <p>demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities</p> <p>PE.C.03.PI.A</p> <p>PHYSICAL EDUCATION</p> <p>recognize the</p>

		hands together (make a window...) and look the ball into the hands and pull it towards the body					benefits of engaging in appropriate physical activities with others, including both older and younger members of the community
	Game Strategies	<p>Offensive Team Plays:</p> <ul style="list-style-type: none"> * Handoffs * Passing Plays * Creativity <p>Defensive Strategies:</p> <ul style="list-style-type: none"> Man Coverage Zone Coverage Blitz 					<p>PE.C.02.P1.A. PHYSICAL EDUCATION understand the physical, social and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.</p> <p>PE.C.03- RESOURCE MANAGEMENT STUDENTS WILL UNDERSTAND AND BE ABLE TO MANAGE THEIR PERSONAL AND COMMUNITY RESOURCES</p> <p>PE.C.03.P1.A. PHYSICAL EDUCATION recognize their role as consumers and discriminating</p>

							consumers of physical activity programs and understand the importance of physical activity as a resource for everyone regardless of age or ability
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RAQUET ACTIVITIES: Tennis

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Tennis	Identify in writing: - In what country did Tennis originate? - Tennis balls were originally made of what?	Sweet Spot Grip Forehand Backhand Volley Serve Ace Rally Deuce				PE.C.01-PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PI.A. PHYSICAL EDUCATION use the basic principles of skill analysis to improve previously acquired skills to continue to learn new skills

							<p>and activities PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate competence in leading and participating in group activities</p> <p>PE.C.02-A SA AND HEALTH ENVIRONME STUDENTS WILL ACQU THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME</p> <p>PE.C.03- RESOURCE MANAGEME STUDENTS WILL UNDERSTAN AND BE AB TO MANAGE THEIR PERSONAL A COMMUNIT RESOURCES</p> <p>PE.C.03.PI.A. PHYSICAL EDUCATION recognize the benefits of engaging in appropriate physical activi with others, including both older and you</p>
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								members of the community
	Parts of Raquet	Identify visually, orally, and in writing: <ul style="list-style-type: none"> - head - face - sweet spot - throat - grip - butt end 						
	Tennis Court	Identify visually, orally, and in writing: <ul style="list-style-type: none"> - service line - service box - baseline - alley - singles line - doubles line - net 						
	Scoring	Identify orally and in writing: <ul style="list-style-type: none"> - Love (0) - 15 (1) - 30 (2) - 40 (3) - Deuce (40-40) - Game(4) 						
	Rules of the Game	Identify visually, orally, and						

	(Doubles)	<p>in writing:</p> <ul style="list-style-type: none"> - always start on the right side. - switch after each point. - same person serves entire game. - switch sides of court on odd numbered games. - serve from baseline to opposite service box. - server has two chances to serve each point. - serve begins point. - serve must bounce before contact. - alleys are good. - balls hit on line are good. - balls may only bounce once. 					
	Fundamental Techniques: -	Perform the forehand groundstroke					

	<p>Forehand - Backhand - Volley - Serve</p>	<p>(using proper form) at least 8 out of 10 times. Teacher will toss balls underhand from across net. Perform the backhand groundstroke (using proper form) at least 8 out of 10 times. The teacher will toss balls underhand from across the net. Using proper form, perform the forehand and backhand volley at least 8 out of 10 times. Teacher will toss balls underhand from across the net. Perform a modified serve (using proper form) at least 5 out of 10 times from the baseline.</p>					
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TEAM ACTIVITIES: Team Handball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Team Handball	Identify in writing and verbally the history of Team Handball					PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATIO demonstrate competence leading and participating group activit
	Team Handball Rules	- Player with the ball is allowed 1 dribble and 3 steps - Players must stay out of the crease area (crease violation) - Object is to move the ball down the court and create a scoring	Crease Double Dribble Traveling				PE.C.01.PI.A PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skill and to contin to learn new skills and activities

		chance - A goal is scored when a player shoots the ball and gets it by the goalie and into the net					
	Skills and Techniques	- Place and execute goal shots - Execute 3 different types of shots (straight shot, bounce shot, jump shot) - Show how to use pivot foot and passing - Give and go technique along with other types of passes (underhand, overhand, behind the back)	Bounce Shot Jump Shot Bounce Pass Give-And-Go				PE.C.01.PLA PHYSICAL EDUCATIO demonstrate proficiency i selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PLA PHYSICAL EDUCATIO demonstrate competence leading and participating group activit

November

TEAM ACTIVITIES: Volleyball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Volleyball	Identify in writing: - Who invented Volleyball? - What					PE.C.02.PLA PHYSICAL EDUCATIO demonstrate responsible personal and

		<p>year was Volleyball invented? - Where was Volleyball invented?</p>				<p>social behavior while engaged in physical activities PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activities (games, sports, exercises) that provide conditioning for each fitness area. PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill and performance demonstrate</p>
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								mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities
	<p>Fundamental Techniques:</p> <ul style="list-style-type: none"> - bump - set - underhand serve - overhand serve 	<p>Successfully bump to a partner, using proper form, 8 out of 10 times. Perform the set (using proper form) after a partner gives an underhand toss. Perform the underhand serve, using proper form, 8 out of 10 times. Perform the overhand serve, with proper form, from the attack line or the service line.</p>	<p>Bump Set Serve</p>					<p>PE.C.01.PLA PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities</p>
	<p>Rules of the Game:</p> <ul style="list-style-type: none"> - teams of 6. - rotate clockwise. 	<p>In writing and verbally, identify the rules of the game.</p>						

- 3 hits per side. - cannot contact net. - ball can contact net on the serve. - ball cannot hit ceiling and go over.							
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FITNESS: Fall Fitness

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	Fall Fitness Scores	Evaluate, in writing, all 5 components of health-related fitness: 1. Cardio 2. Muscular Strength 3. Muscular Endurance 4. Flexibility 5. Body Composition Healthy Zone? Unhealthy Zone?	Cardiovascular Endurance Muscular Strength Muscular Endurance Flexibility Body Composition		Personal Physical Fitness Plan		PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activity (games, sports, exercises) that provide conditioning for each fitness area. PE.C.01.PI.A. PHYSICAL EDUCATION establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities PE.C.01.PI.A. PHYSICAL

							<p>EDUCATION make physical activity an important part their life and recognize such consequent benefits as self renewal, great productivity as worker, more energy for fam activities, and reduction in he care costs PE.C.01.PI.A.</p> <p>PHYSICAL EDUCATION know the components of personal welln (nutrition and weight control disease prevention, str management, safety, and physical fitnes establish a personal profi with fitness/wellnes goals, and eng in appropriate activities to improve or sus their fitness PE.C.01.PI.A.</p> <p>PHYSICAL EDUCATION follow a progr that relates to wellness, including weig control and str management</p>
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							<p>PE.C.02-A SA AND HEALT ENVIRONME STUDENTS WILL ACQU THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME PE.C.02.PI.A. PHYSICAL EDUCATION know the pote safety hazards associated wit wide variety o games and activities and able to preven and respond to accidents PE.C.02.PI.A. PHYSICAL EDUCATION demonstrate responsible personal and social behavio while engaged physical activi PE.C.02.PI.A. PHYSICAL EDUCATION accept physica activity as an important part life. Self-renev productivity as worker, energ family activiti fitness, weight</p>
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							control, stress management, reduction in health-care costs are understood benefits of physical activity. PE.C.02.PI.A. PHYSICAL EDUCATION create a positive climate for group activities by assuming a variety of roles. PE.C.02.PI.A. PHYSICAL EDUCATION understand the physical, social and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities. PE.C.03- RESOURCE MANAGEMENT STUDENTS WILL UNDERSTAND AND BE ABLE TO MANAGE THEIR PERSONAL AND COMMUNITY RESOURCES
	Basic Muscles of	Identify, in writing, the	Deltoid Pectorals				

	the Body	following muscles of the body: 1. Deltoid 2. Pectorals 3. Bicep 4. Abdominals 5. Quadriceps 6. Trapezius 7. Latissimus Dorsi 8. Tricep 9. Gluteals 10. Hamstrings 11. Gastrocnemius	Bicep Abdominals Quadriceps Trapezius Latissimus Dorsi Tricep Gluteals Hamstrings Gastrocnemius				
	Intro to the Fitness Center - Exercise Machines/Activities - Sets - Reps	Identify, both verbally and in writing, various exercise machines and fitness activities in the room: 1. Sitting Bench Press 2. Lat Pull Down 3. Lunges 4. Shoulder Press 5. Leg Curl/Leg Extension 6. Ab Machine 7. Leg Raises 8. Bicep	Sitting Bench Press Lat Pull Down Lunges Shoulder Press Leg Curl/Leg Extension Ab Machine Leg Raises Bicep Curl Tricep Pushdown Tricep Dip Lateral Raises/Front Raises Chin Ups Step Ups Squats Bench Press Leg Press Spin Bike Treadmill				PE.C.03.PL.A PHYSICAL EDUCATION recognize the role as conce and discriminati consumers of physical activities programs and understand th importance of physical acti as a resource everyone regardless of or ability

		Curl 9. Tricep Pushdown 10. Tricep Dip 11. Lateral Raises/Front Raises 12. Chin Ups 13. Step Ups 14. Squats 15. Bench Press 16. Leg Press 17. Spin Bike 18. Treadmill 19. Elliptical 20. Wall Sit	Elliptical Wall Sit				
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	Intro to FITT Principle: F = Frequency I = Intensity T = Time T = Type	In writing, create both a short and long term fitness goal in the areas of Cardiovascular Endurance, Muscular Strength/Endurance, Flexibility, and Body Comp/Nutrition. In writing, create a warm-up and cool down routine. In writing, implement the FITT Principle as it relates to each short and long term goal.	Frequency Intensity Time Type				
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	Intro to Target Heart Rate Zone	In writing, calculate the following: 1. Resting Heart Rate (RHR) 2. Maximum Heart Rate (MHR) 3. Minimum Training Heart Rate 4. Maximum Training Heart Rate	Resting Heart Rate (RHR) Maximum Heart Rate (MHR) Minimum Training Heart Rate Maximum Training Heart Rate				
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Detailed	TARGET ACTIVITIES: Archery							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		History	Used as one of the first					PE.C.01.PL.A PHYSICAL

e r			primary weapons in war along with a hunting tool				EDUCATIO make physic activity an important pa their life and recognize su consequent benefits as se renewal, grea productivity worker, more energy for fa activities, an reduction in health care c
	Shooting	SAFETY!!! No one touches equipment until receiving the proper signal from the teacher. No exceptions! Each archer will be allowed to shoot a total of 6 arrows per round Archers will retrieve their arrows ONLY when all archers have completed there round and the bows have been placed on the ground and the teacher gives the signal.	Bow Arrow String Nock Feather Target Stance				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSAR KNOWLED AND SKILL TO ESTABL AND MAINTAIN PHYSICAL FITNESS, PARTICIPA IN PHYSICA ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PI.A PHYSICAL EDUCATIO use the basic principles of analysis to improve previously

							<p>acquired skill and to continue to learn new skills and activities</p> <p>PE.C.01.PLA PHYSICAL EDUCATION</p> <p>demonstrate competence in leading and participating in group activities</p>
	<p>Fundamental Techniques</p>	<p>Dominant hand will be placed on the string, non-dominant hand placed on the bow "Nock" the arrow by placing the arrow between the index and middle finger, and in between the nocks. Place the odd colored feather away from the arrow rest Pullback, aim, and release the arrow at the target.</p>					<p>PE.C.02.PLA PHYSICAL EDUCATION</p> <p>demonstrate responsible personal and social behavior while engaged in physical activities</p> <p>PE.C.02.PLA PHYSICAL EDUCATION</p> <p>create a positive climate for group activities by assuming a variety of roles</p> <p>PE.C.03.PLA PHYSICAL EDUCATION</p> <p>recognize the role as consumer and discriminating consumers of physical activities</p> <p>programs and understand the importance of physical activities</p>

								as a resource everyone regardless of or ability PE.C.03.PLA PHYSICAL EDUCATIO identify a var of career opportunities associated w sports and fit and understa the qualification educational requirements and job responsibility of those care
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TEAM ACTIVITIES: Floor Hockey

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History	Identify in writing and verbally: In which country was hockey developed?	-Canada				PE.C.01.PLA PHYSICAL EDUCATIO demonstrate proficiency i selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PLA PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skill

							<p>and to continue to learn new skills and activities</p> <p>PE.C.02.PI.A PHYSICAL EDUCATION</p> <p>know the potential safety hazards associated with a wide variety of games and activities and be able to prevent and respond to accidents</p> <p>PE.C.02.PI.A PHYSICAL EDUCATION</p> <p>demonstrate responsible personal and social behavior while engaged in physical activities</p>
	Rules Equipment	Identify in writing and verbally: - Type of Equipment used - Basic Rules	<ul style="list-style-type: none"> - Shaft - Butt-End - Blade - Offense - Defense - Off-Sides -Crease 				<p>PE.C.01.PI.A.0 PHYSICAL EDUCATION</p> <p>demonstrate competence in leading and participating in group activities</p> <p>PE.C.02-A SA AND HEALTH ENVIRONMENT</p> <p>STUDENTS WILL ACQUIRE THE KNOWLEDGE AND ABILITY NECESSARY TO CREATE AND</p>

							MAINTAIN A SAFE AND HEALTHY ENVIRONME
	Positions	Identify in writing and verbally: - Types of Positions -Role of each position	-Offense (Right Wing) (Left Wing) (Center) -Defense -Goalie				PE.C.01.PI.A. PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skill and to contin to learn new skills and activities
	Skills and Techniques	Stick Handling: - In a group of 3 to 4 people, stick handle the ball down the court weaving through the cones	-Ball -Grip				PE.C.01.PI.A.0 PHYSICAL EDUCATION demonstrate competence in leading and participating in group activities. PE.C.02-A SA AND HEALTH ENVIRONME STUDENTS WILL ACQUI THE KNOWLEDGE AND ABILITY NECESSARY CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONME
	Passing	From approximately 10-15 feet away, demonstrate a crisp pass to	-Wind-Up -Follow Through				PE.C.01.PI.A. PHYSICAL EDUCATIO use the basic principles of analysis to

		your partner using proper techniques.					improve previously acquired skills and to continue to learn new skills and activities
	Shooting	Using the Wall with a target on it, from approximate 10 feet away, attempt 5-10 wrist shots. Keep track of your successful hits. Using the Wall target, attempt 5-10 snap shots. Keep track of your successful attempts	-Snap				PE.C.01.PI.A PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities
	Game Play	Using the equipment provided, students will play using a variety of scenarios: 2 v 1, 3 v 2, with offside rules in effect along with goalie. Culminating activity: Students will play a structured	-Offsides -Crease -Give-And-Go -Penalties				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL

		game using all positions and rules provided by the instructor.					ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATIO demonstrate proficiency in selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PLA PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities
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TEAM ACTIVITIES: Basketball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Basketball	Identify in writing: - Who invented Basketball? - In what year was	- James Naismith - 1891 (Springfield, MA) - Peach Baskets				PE.C.02-A SA AND HEALT ENVIRONME STUDENTS WILL ACQU THE KNOWLEDG

		Basketball invented? - Original equipment?					AND ABILITY NECESSARY CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT PE.C.03- RESOURCE MANAGEMENT STUDENTS WILL UNDERSTAND AND BE ABLE TO MANAGE THEIR PERSONAL AND COMMUNITY RESOURCES
	Passing 1. Chest 2. Bounce	From approx. 10- 15 feet away, demonstrate both the chest and bounce (using proper form) with a partner.					PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILL TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATION establish and

							<p>maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities</p> <p>PE.C.01.PI.A</p> <p>PHYSICAL EDUCATION</p> <p>use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities</p>
	<p>Dribbling</p> <p>1. Athletic Stance</p> <p>2. Fingerpads</p> <p>3. Head Up</p> <p>4. Waist Level</p> <p>5. Non-Dribbling Arm Up</p>	<p>Using proper form, dribble around the gym while walking.</p> <p>Using proper form, dribbling around the gym while jogging.</p>					<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND</p>

							<p>MAINTAIN PERSONAL HEALTH. PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skill and to contin to learn new skills and activities</p>
	<p>Lay-Up (R Side) 1. Plant L Foot 2. String Connects R Elbow R Knee 3. Lay Ball Off Glass w/ R Hand</p>	<p>Using proper form, demonstrate either a R or L handed lay-up.</p>					<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSAR KNOWLED AND SKILL TO ESTABL AND</p>

							<p>MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.</p> <p>PE.C.01.PLA</p> <p>PHYSICAL EDUCATION</p> <p>establish and maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities</p> <p>PE.C.01.PLA</p> <p>PHYSICAL EDUCATION</p> <p>use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities</p>
	<p>Jump Shot</p> <p>1. Waiter's Tray</p> <p>2. Guide Hand</p>	<p>Using proper form, demonstrate the jump shot during a</p>					<p>PE.C.01-PERSONAL HEALTH AND FITNESS: STUDENTS</p>

	<p>3. All Power From Legs 4. Waive Goodbye</p>	<p>controlled drill.</p>						<p>WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities PE.C.01.PLA PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and</p>
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							activities	
F e b r u a r y	AQUATIC ACTIVITIES: Kayaking							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		History	Identify in writing and verbally the parts of the Kayak:	-Hull -Grab Rail -Skirt -Bow -Paddle				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENT WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY AND MAINTAIN PERSONAL HEALTH.
	Wet Water Exit	- Hold Breath -Lean Forward - Pull Safety Loop - Push out of Kayak at waist and swim to surface					PE.C.01.PI.A.0 PHYSICAL EDUCATION demonstrate proficiency in selected complex physical activities (games, sports, exercises) that provide conditioning for each fitness area PE.C.01.PI.A.0 PHYSICAL EDUCATION establish and	

							maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities PE.C.02-A SAFETY AND HEALTHY ENVIRONMENT STUDENTS WILL ACQUIRE THE KNOWLEDGE AND ABILITY NECESSARY TO CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT
	Fundamental Techniques	Paddle Control and Stroke: Using control of paddle and Kayak, paddle in the straight line you can from one end to the other. Repeat the skill backwards.	-Forward Stroke -Backward Stroke -Rudder -Draw -Sweep -Shoulder to Head -Snap				PE.C.02.PLA. PHYSICAL EDUCATION understand the physical, social and emotional benefits of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities. PE.C.03-RESOURCE MANAGEMENT

		Hip Snaps: Put your hands on the gutter and attempt 10-15 hip snaps by leaning your kayak over towards the gutter and "snapping" your hips to right the kayak.					STUDENTS WILL UNDERSTAND AND BE ABLE TO MANAGE THEIR PERSONAL AND COMMUNITY RESOURCES
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RACQUET ACTIVITIES: Badminton

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History	Identify in writing: <ul style="list-style-type: none"> - What year was Badminton created? - Who created Badminton? - Where was Badminton created? Identify in writing: <ul style="list-style-type: none"> - Parts of the Badminton Racquet - Parts of the 					PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.

		Shuttlecock					PE.C.01.P1.A PHYSICAL EDUCATIO demonstrate competence leading and participating group activit
	Rules - Service - Doubles	<p>Identify visually and orally boundaries and lines of court</p> <p>Identify visually and orally service box.</p> <p>Identify visually and orally 4 service rules (must be underhand, must serve below the waist, must be served to diagonal service box, must land inbounds)</p> <p>Identify visually and orally rules of a doubles match:</p> <ul style="list-style-type: none"> - always start on right side. - both partners must serve 					PE.C.01.P1.A PHYSICAL EDUCATIO use the basic principles of analysis to improve previously acquired skill and to contin to learn new skills and activities PE.C.01.P1.A PHYSICAL EDUCATIO demonstrate competence leading and participating group activit

		<p>unless it is the start of the game.</p> <ul style="list-style-type: none"> - if you win the point, rotate. - if you lose the point, partner serves from where they are. - after both partners have lost serve, other team serves. - serve cannot hit net. - no lets. - birdies hit on the line are considered inbounds. - games to 21 (or time depending on class size). - rally scoring. <p>In writing, identify and describe rules of a doubles match.</p>					
	Fundamental Techniques	Perform the underhand serve (using proper	-Clear -Drop -Smash -Serve				PE.C.01.P1.A.0 PHYSICAL EDUCATION demonstrate

		<p>form), at least 5 out of 10 times.</p> <p>During game play, successfully perform the clear, smash, and drop shots.</p> <p>In writing, identify and describe the 4 fundamental techniques of Badminton.</p>				<p>competence in leading and participating in group activities.</p> <p>PE.C.02-A SA AND HEALTH ENVIRONME STUDENTS WILL ACQUI THE KNOWLEDGE AND ABILITY NECESSARY CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONME</p>
	Game Play	<p>Self-monitor spatial awareness on court when playing with partner</p> <p>Officiate doubles match.</p> <p>Server announces score prior to serve.</p> <p>Display good sportsmanship when participating in a doubles match</p> <ul style="list-style-type: none"> - positive encouragement - praise to opposite team 				<p>PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities</p> <p>PE.C.01.PI.A PHYSICAL EDUCATIO make physic activity an important pa their life and recognize su</p>

		- positive reinforcement						consequent benefits as seen in increased energy, renewed vigor, greater productivity, more energy for family activities, and reduction in health care costs. PE.C.02.PL.A PHYSICAL EDUCATION know the potential safety hazards associated with a wide variety of games and activities and be able to prevent and respond to accidents
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M a r c h PERSONAL PERFORMANCE ACTIVITIES: Self-Defense

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What is the goal of our Self-Defense unit?	3 Self-Defense Stances: 1. Respect 2. Concentration 3. Confidence	On command, demonstrate the appropriate stance.	Respect Concentration Confidence Crescent			www.pecentral.com	PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN

								<p>PERSONAL HEALTH. PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activity (games, sports, exercises) that provide conditioning for each fitness area. PE.C.01.PI.A. PHYSICAL EDUCATION establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities. PE.C.01.PI.A. PHYSICAL EDUCATION make physical activity an important part of their life and recognize such consequent benefits as self-renewal, greater productivity as a worker, more energy for family activities, and reduction in health</p>
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							<p>care costs</p> <p>PE.C.01.PI.A. PHYSICAL EDUCATION</p> <p>use the basic principles of s analysis to improve previously acquired skills to continue to learn new skill and activities</p> <p>PE.C.01.PI.A. PHYSICAL EDUCATION</p> <p>demonstrate competence in leading and participating in group activitie</p> <p>PE.C.02-A SA AND HEALT ENVIRONME STUDENTS WILL ACQU THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME</p> <p>PE.C.02.PI.A. PHYSICAL EDUCATION</p> <p>know the pote safety hazards associated wit wide variety o games and activities and able to preven and respond to</p>
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								accidents PE.C.02.PI.A. PHYSICAL EDUCATION demonstrate responsible personal and social behavior while engaged physical activity PE.C.02.PI.A. PHYSICAL EDUCATION create a positive climate for group activities by assuming a variety of roles
	Situational Self- Defense Techniques: 1. Single Hand Grab (Cross) 2. Single Hand Grab (Straight) 3. Double Hand Grab (Lower) 4. Double Hand Grab (Upper) 5. Double Hand Grab (To One Arm) 6. Choke From Front 7. Choke From Rear 8. Bear Hug From Rear	With a partner, demonstrate each self- defense technique using proper form. You must act as both the uke and the tori.	Uke Tori					

	9. One Arm Choke From Rear						
	Performance Katas: 1. Shodan 2. Nidan 3. Sandan	In groups of 3-6, demonstrate 1 of the 3 katas from beginning to end.	Kata				
	Break Falls: 1. Back Fall 2. Side Fall 3. Front Fall 4. Rolling Break Fall	Demonstrate all 4 break falls using proper form.					

PERSONAL PERFORMANCE ACTIVITIES: Cup Stacking

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
What are the benefits of Cup Stacking?	3 Ways to Up-Stack and Down-Stack: 1. Lead w/ R for both. 2. Lead w/ L for both. 3. Lead w/ R to up-stack, L to down-stack. General Rules: 1. Must use both hands. 2. 1 hand on a cup at a time.	In writing and verbally, identify the 3 different ways to up-stack and the general rules of Cup Stacking. During practice and competition, follow the general rules of Cup Stacking.					PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL

		<p>3. Can start on the R or the L.</p> <p>4. Must go back to the beginning to down-stack.</p> <p>5. Fix fumbles immediately (cannot move on).</p> <p>6. Done when all stacks are down-stacked and standing.</p>						<p>HEALTH. PE.C.01.PI.A PHYSICAL EDUCATIO demonstrate proficiency i selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATIO make physic activity an important pa their life and recognize su consequent benefits as se renewal, grea productivity worker, more energy for fa activities, an reduction in</p>
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	<p>3 Types of Fumbles:</p> <ol style="list-style-type: none"> 1. Tipper 2. Toppler 3. Slider 	<p>In writing and verbally, identify the 3 types of fumbles.</p> <p>During practice and competition, recognize and fix fumbles as soon as they occur.</p>	<ul style="list-style-type: none"> - Tipper - Toppler - Slider 				<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.</p> <p>PE.C.01.PLA PHYSICAL EDUCATION demonstrate proficiency in selected competitive physical activities (games, sports, exercises) that provide conditioning for each fitness area.</p> <p>PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill and performance demonstrate mastery of fundamental</p>

							<p>movement for and skills that can contribute to daily living tasks, and analyze skill activities</p> <p>PE.C.01.PLA</p> <p>PHYSICAL EDUCATION</p> <p>make physical activity an important part of their life and recognize subsequent benefits as self-renewal, greater productivity, more energy for family activities, and reduction in health care costs</p>
	<p>1st Competition Stack: 3-3-3</p>	<p>During practice and competition, correctly perform the 3-3-3 stack.</p>	<p>3 Stack 3-3 Stack 3-3-3 Stack</p>				<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL</p>

								<p>HEALTH. PE.C.01.PI.A PHYSICAL EDUCATIO demonstrate proficiency i selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATIO make physic activity an important pa their life and recognize su consequent benefits as se renewal, grea productivity worker, more energy for fa activities, an reduction in</p>
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	2nd Competition Stack: 3-6-3	During practice, correctly perform the 3-2-1 method for the 6 stack. During practice and competition, correctly perform the 3-6-3 stack.	6 Stack 3-6-3				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATION demonstrate proficiency in selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a hi level of skills performance demonstrate mastery of fundamental

							<p>movement for and skills that can contribute to daily living tasks, and analyze skill activities</p> <p>PE.C.01.PLA</p> <p>PHYSICAL EDUCATION</p> <p>make physical activity an important part of their life and recognize subsequent benefits as self-renewal, greater productivity, more energy for family activities, and reduction in health care costs</p>
	<p>3rd Competition Stack: The Cycle</p>	<p>During practice, correctly perform the 3 parts of the Cycle stack:</p> <ol style="list-style-type: none"> 1. 3-3-3 2. 6-6 3. 1-10-1 <p>During practice and competition, correctly perform the Cycle stack.</p>	<p>3-3-3</p> <p>6-6</p> <p>1-10-1</p> <p>The Cycle</p>				<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL</p>

								<p>HEALTH. PE.C.01.PI.A PHYSICAL EDUCATIO demonstrate proficiency i selected com physical activities (ga sports, exerc that provide conditioning each fitness a PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill performance demonstrate mastery of fundamental movement fo and skills tha can contribut daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATIO make physic activity an important pa their life and recognize su consequent benefits as se renewal, grea productivity worker, more energy for fa activities, an reduction in</p>
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M a y	TEAM ACTIVITIES: Ultimate Frisbee							
	Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
		History	Identify in writing and verbally: History of Ultimate Frisbee					PE.C.02.PI.A PHYSICAL EDUCATIO demonstrate responsible personal and social behavi while engage physical activities PE.C.02.PI.A PHYSICAL EDUCATIO create a posit climate for g activities by assuming a variety of rol PE.C.02.PI.A PHYSICAL EDUCATIO understand th physical, soc and emotiona benefits of physical acti and can demonstrate leadership an problem solv through participation organized ga or activities.
	Rules	Once Frisbee is caught must stop	End-Zone Interception Score				PE.C.01.PI.A PHYSICAL EDUCATIO establish and maintain a hi level of skill	

		<p>One pivot foot can move in an attempt to get open Must get frisbee to team member without letting the frisbee hit the ground or be intercepted A point is scored when player on offense catches the frisbee in the end-zone</p>				<p>performance demonstrate mastery of fundamental movement for and skills that can contribute to daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities</p>
	Skills and Techniques	<p>Standing approximately 10-15 feet away from your partner, attempt a direct throw using the step-throw technique.</p> <p>Spatial Awareness: standing approximately 10-15 feet away, one student will throw the frisbee to point B while another student will leave point A and attempt to catch the</p>	<p>-Lead -Give-and-Go -Zone Defense -Cover Defense -Fast Break</p>			<p>PE.C.01.PI.A PHYSICAL EDUCATION establish and maintain a high level of skill performance demonstrate mastery of fundamental movement for and skills that can contribute to daily living tasks, and analyze skill activities PE.C.01.PI.A PHYSICAL EDUCATION use the basic</p>

		frisbee heading to point B. Offensive/Defensive Strategies: Create a game environment using a 3 v 2 scenario and a 5 v 4 scenario with the stress on movement.					principles of analysis to improve previously acquired skills and to continue to learn new skills and activities
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TEAM ACTIVITIES: Softball

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Softball	Identify both orally and in writing: - Who invented Softball? - What year was Softball invented? - Is Softball an olympic sport?					
	Fundamental Techniques: - Throwing a Groundball - Catching a Flyball - Hitting	With a partner (from approx. 20 feet away), throw and catch with a softball. From approx. 20 feet away, Partner A rolls a groundball to Partner B.	Step in Opposition Groundball Flyball				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS,

		<p>Partner B (who remains stationary) will field the groundball using proper form and make a strong throw back to his/her partner. Switch.</p> <p>From approx. 20 feet away, Partner A rolls a groundball to Partner B. This time, make Partner B move from side to side. Partner B will field the groundball using proper form and make a strong throw back to his/her partner. Switch.</p> <p>From approx. 20 feet away, Partner A throws a flyball to Partner B. Partner B</p>				<p>PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PLA PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activities (game sports, exercises) that provide conditioning for each fitness area. PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities PE.C.01.PLA PHYSICAL EDUCATION make physical activity an important part of their life and recognize subsequent benefits as seen</p>
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		<p>fields the flyball using proper form and makes a strong throw back to his/her partner. Switch.</p> <p>From approx. 20 feet away, Partner A throws a flyball to Partner B. This time, A will make B move from side to side and forward and backward. Partner B fields the flyball using proper form and makes a strong throw back to his/her partner. Switch.</p> <p>As a class, shadow T with proper hitting form from both right and left side of the plate.</p> <p>With a partner (soft toss), hit 8-</p>					<p>renewal, greater productivity worker, more energy for fun activities, and reduction in health care costs. PE.C.01.PLA PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities</p>
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		10 softballs using proper form into the outfield. Switch.					
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TEAM ACTIVITIES: Touch Rugby

Essential Questions	Content	Skills	Vocabulary	Assessments	Lessons	Resources	Standards
	History of Touch Rugby	Identify in writing and verbally: - Developed in what year? - Developed in what country?	- 1960 - Sydney, Australia				
	- to start the game, the ball is tapped at the halfway mark. - defensive players must be at least 10m behind halfway mark on a tap. - defense can advance as soon as ball is tapped. - tap is used to recommence play after a try is scored and on	Identify, in writing and verbally, the various rules of the game.	- Pitch - Touch Line - Forward Pass - Dropped Ball - Try Zone - - Shepherding - Roll Ball - Offsides - Scrum Half - Tap				PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PL.A

	<p>penalties. - offensive team forms wings to gain field advantage. - each team is allowed 6 touches before change of possession. - after change of possession, roll ball from that spot. - defensive players must be at least 5m away on a roll ball. - penalties for shepherding, offsides, forward pass.</p>						<p>PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activities (game sports, exercises) that provide conditioning for each fitness area. PE.C.01.PLA PHYSICAL EDUCATION establish and maintain a high level of skill performance demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities PE.C.01.PLA PHYSICAL EDUCATION use the basic principles of analysis to improve previously acquired skills and to continue to learn new skills and activities</p>
	<p>Offense: - Roll Ball - Scrum Half Pass</p>	<p>During game play, properly execute:</p>	<p>- Roll Ball - Scrum Half Pass - Wings</p>				<p>PE.C.01- PERSONAL HEALTH AND FITNESS:</p>

	<p>- Wings</p>	<p>- Roll Ball (rolled between legs w/ hands or foot)</p> <p>- Scrum Half Pass (pick up roll ball and pass to teammate)</p> <p>- Wings (players line up at 45 degrees 3-5 m apart)</p>				<p>STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.</p> <p>PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activity (games, sports, and exercises) that provide conditioning for each fitness area.</p> <p>PE.C.01.PI.A. PHYSICAL EDUCATION establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities.</p> <p>PE.C.01.PI.A. PHYSICAL</p>
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							<p>EDUCATION</p> <p>use the basic principles of s analysis to improve previously acquired skills to continue to learn new skill and activities</p> <p>PE.C.02-A SA AND HEALTH ENVIRONME</p> <p>STUDENTS WILL ACQU THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME</p> <p>PE.C.02.PI.A. PHYSICAL EDUCATION</p> <p>know the pote safety hazards associated wit wide variety o games and activities and able to preven and respond to accidents</p>
	<p>Basic Offensive Strategies:</p> <ul style="list-style-type: none"> - Loops - Skips - Cutting/Switching 	<p>In a group of 4-6, properly perform a Loop across the width of the turf/gym. In a group</p>	<ul style="list-style-type: none"> - Loop - Skip - Cut/Switch 				<p>PE.C.01- PERSONAL HEALTH AN FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDG</p>

		<p>of 4-6, properly perform a Skip across the width of the turf/gym. During game play, properly perform a cut/switch (sharp cut off hip of player w/ ball).</p>					<p>AND SKILLS ESTABLISH AND MAINTAIN PHYSICAL FITNESS, PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH. PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activity (games, sports, and exercises) that provide conditioning for each fitness area. PE.C.01.PI.A. PHYSICAL EDUCATION establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities PE.C.01.PI.A. PHYSICAL EDUCATION use the basic principles of skill analysis to improve</p>
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							<p>previously acquired skills to continue to learn new skills and activities</p> <p>PE.C.02-A SAFETY AND HEALTH ENVIRONMENT: STUDENTS WILL ACQUIRE THE NECESSARY KNOWLEDGE AND ABILITIES TO CREATE AND MAINTAIN A SAFE AND HEALTHY ENVIRONMENT</p> <p>PE.C.02.PI.A. PHYSICAL EDUCATION: know the potential safety hazards associated with a wide variety of games and activities and be able to prevent and respond to accidents</p>
	<p>Defense:</p> <ul style="list-style-type: none"> - Tagging - Marking - Sliding - Interception 	<p>During game play, properly execute 4 defensive techniques.</p>	<ul style="list-style-type: none"> - Tagging - Marking - Sliding - Interception 				<p>PE.C.01- PERSONAL HEALTH AND FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDGE AND SKILLS TO ESTABLISH AND MAINTAIN PHYSICAL FITNESS,</p>

							<p>PARTICIPATE IN PHYSICAL ACTIVITY, AND MAINTAIN PERSONAL HEALTH.</p> <p>PE.C.01.P1.A. PHYSICAL EDUCATION demonstrate proficiency in selected components of physical activity (games, sports, and exercises) that provide conditioning for each fitness area.</p> <p>PE.C.01.P1.A. PHYSICAL EDUCATION establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that contribute to daily living tasks, and analyze skill activities.</p> <p>PE.C.01.P1.A. PHYSICAL EDUCATION use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.</p>
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							<p>PE.C.02-A SA AND HEALT ENVIRONME STUDENTS WILL ACQU THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME PE.C.02.PI.A. PHYSICAL EDUCATION know the pote safety hazards associated wit wide variety o games and activities and able to preven and respond to accidents</p>
	<p>Fundamental Techniques: - Passing - Catching</p>	<p>Pass and catch with a partner (using proper form) from approximately 10- 15 feet away (stationary). Pass and catch with a partner (using proper form) from approximately 10- 15 feet away while moving. During game play, pass and catch using proper form.</p>					<p>PE.C.01- PERSONAL HEALTH AN FITNESS: STUDENTS WILL HAVE THE NECESSARY KNOWLEDG AND SKILLS ESTABLISH AND MAINT PHYSICAL FITNESS, PARTICIPAT IN PHYSICAL ACTIVITY, A MAINTAIN PERSONAL</p>

								<p>HEALTH. PE.C.01.PI.A. PHYSICAL EDUCATION demonstrate proficiency in selected comp physical activi (games, sports exercises) that provide conditioning f each fitness an PE.C.01.PI.A. PHYSICAL EDUCATION establish and maintain a hig level of skilled performance, demonstrate mastery of fundamental movement for and skills that contribute to d living tasks, an analyze skill activities PE.C.01.PI.A. PHYSICAL EDUCATION use the basic principles of s analysis to improve previously acquired skills to continue to learn new skill and activities PE.C.02-A SA AND HEALT ENVIRONME STUDENTS WILL ACQU</p>
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								<p>THE KNOWLEDG AND ABILIT NECESSARY CREATE AN MAINTAIN A SAFE AND HEALTHY ENVIRONME PE.C.02.PI.A. PHYSICAL EDUCATION know the pote safety hazards associated wit wide variety o games and activities and able to preven and respond to accidents</p>
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