

	Time period (month? Weeks? Quarter?)	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Ultimate Frisbee	2 Weeks	<p>PE 1 PI-01 demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area</p> <p>NYSStandard 1: 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>NYSStandard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p> <p>PE 2 PI-02 develop skills of cooperation and collaboration, as well as</p>	<p>Check for Understanding and Teacher Observation:</p> <p>Learning the basics of throwing and catching a frisbee.</p> <p>Moving to open space.</p> <p>Defense and offensive strategies.</p> <p>Rules of Ultimate Frisbee.</p>	<p>What are the cues to help you throw a frisbee accurately?</p> <p>How can you help your team be successful during the Ultimate Frisbee game? (move to open space, communicate, form triangle, short/quick passes)</p>		<p>Bigger Frisbee</p> <p>Brighter color Frisbee</p> <p>Ball instead of Frisbee</p> <p>Outdoors instead of indoors</p>

		fairness, sportsmanship, and respect for others				
Soccer	3 weeks	NASPE.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. NASPE. 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. NASPE.4. Achieves and maintains a health-enhancing level of physical fitness.	Skills Rubric Soccer study sheet and test	Did students gain an appreciation for soccer as a lifetime sport? Did students gain an understanding of the benefits of soccer on the body physically and mentally? Did students gain a better understanding for the rules of the most popular sport in the world?	OPEN PE Central ThePhysical Educator.com	Small sided games Bigger/ smaller ball and goals Indoor versus outdoor
Football	3 Weeks	NASPE.1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. NASPE.2. Demonstrates	Check for Understanding Teacher Observation	Did students gain an appreciation for flag football as a lifetime sport? Did students assist in	PECentral.com SUNY Cortland	Larger Football Smaller games/ teams Indoor vs.

		<p>understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>NASPE.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Skill Checklist</p> <p>Unit Exam</p> <p>Sports Ed Model</p>	<p>their ability to interact socially with students of different abilities while playing flag football?</p> <p>Were students able to broaden their understanding of the various strategies, skills, and positions involved in the participation of flag football?</p> <p>Did students gain an appreciation for the physical, and strategic aspects of flag football?</p>	<p>OPENphyse d.org</p> <p>Thephysical educator.com</p>	<p>Outdoor</p>
<p>Fitness Fridays</p>	<p>Every Friday</p>	<p>NASPE 2: 2.2. Develops realistic short-term and long-term personal fitness goals. 2.2. Correctly identifies the psychological factors that govern successful movement performance. 2.9. Explains the impact of participation in selected sports/activities on various</p>	<p>Self Assessment - Heart rate, improvements over time, performance</p> <p>Peer Assessment</p> <p>Teacher</p>	<p>1. List 5 of the fitness components</p> <p>2. Describe 3 of the fitness components</p> <p>3. What muscles are engaged while performing a squat?</p> <p>4. What muscles are</p>	<p>NYSAPER D</p> <p>Crossfit</p> <p>ow/cation.co m/stem/hum an-muscular- system-hum an-muscles- and-busiest-</p>	<p>Different size weights (student choice)</p> <p>Different Levels of intensity (student choice: easy (less reps or weight), moderate, or hard (more reps</p>

		<p>components of fitness.</p> <p>NASPE 3:</p> <p>3.1. Willingly participates in a variety of physical activities appropriate for maintaining or enhancing a healthy, active lifestyle.</p> <p>3.4. Monitors physical activity through the use of pedometer, heart-rate monitor, and/or physical activity log.</p> <p>NASPE.4. Achieves and maintains a health-enhancing level of physical fitness.</p> <p>NASPE.6. Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>	Monitored	<p>engaged while performing a push-up?</p> <p>What was your fitness Level?</p> <p>What does FITT mean?</p>	<p>muscle-in-the e-body</p> <p>Youtube</p>	<p>or heavier (weight)</p>
Archery	2 weeks	<p>NASP standards</p> <p>Standard 2: A Safe and Healthy Environment - Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>	<p>Checking for understanding</p> <p>Peer assessment</p>	<p>Were students safe?</p> <p>Were all prerequisites covered?</p> <p>Did we follow NASP guidelines?</p> <p>Were students taught</p>	<p>naspschools.org</p>	<p>Bow strength</p> <p>Targets</p> <p>Shooting distances</p>

				<p>how to monitor classmates?</p>		
<p>Basketball</p>	<p>3 weeks</p>	<p>NASPE.1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>1.6. Positions self correctly in a 2-1-2 defense during a game of basketball.</p> <p>NASPE.2. Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>2.7. Designs a new game that incorporates basketball skills and tactics that can be played fairly by all students.</p> <p>NASPE.5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Skills rubric</p> <p>Basketball study sheet and test</p> <p>Visual game-play grade (how they react to officiating/ fouls and show sportsmanship ?)</p>	<p>Did students gain an appreciation for basketball as a lifetime sport?</p> <p>Did students gain an understanding of the benefits of basketball on the body physically and mentally?</p> <p>Did students gain a better understanding for the rules and terminology of basketball?</p>	<p>PE Central</p> <p>Mark Dimorier</p>	<p>Men's versus women's basketball</p> <p>Lower rim</p> <p>Defensive limitations</p>

Speedball	2 Weeks	<p>Standard 1: 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 1 P1-01 demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area</p> <p>PE 1 P1-06 develop leadership, problem solving, cooperation, and team work by participating in group activities.</p>	<p>Teacher Observation</p> <p>Check for Understanding</p> <p>Peer Assessment</p> <p>Tournament play</p>	<p>What sports are included in speedball?</p> <p>What are some team strategies to help you be successful in speedball?</p> <p>What are some scoring strategies? (touchdowns are easiest, soccer goals worth more)</p>	<p>Flaghouse sports</p> <p>Gopher</p> <p>PEcentral</p>	<p>Small teams</p>

