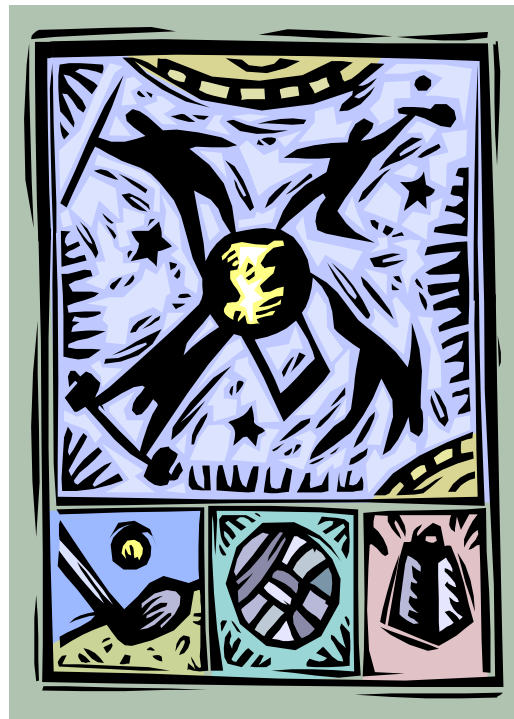


# *Taconic Hills Central School District*

## *Physical Education Curriculum*



*Revised January 2008*

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### **Physical Education Activities**

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## Overview:

### Physical Education Activities by Grade Level

#### Grades K – 2

Ball Handling  
Chasing & Fleeing  
Climbing Wall  
Holiday Games  
Low Organized Games  
Manipulative Skills  
Parachute  
Rhythms & Dance

#### Grades 3 – 6

Indoor Activities:  
Aquatics (Swimming)  
Basketball  
Climbing Wall  
Fitness  
Rhythms & Dance  
Volleyball

#### Outdoor Activities:

Field Hockey  
Flag Football  
Soccer  
Softball  
Track & Field

#### Grades 7-8

Adventure Learning  
Aquatics (Swimming)  
Badminton, Table, & Floor Tennis  
Basketball  
Fitness  
Flag Football  
Floor Hockey  
Lacrosse  
Soccer  
Softball  
Tennis  
Volleyball

#### Grades 9-12

Badminton/Ping Pong  
Basketball  
Fitness Center  
Flag Football  
Floor Hockey  
Golf  
Soccer  
Softball  
Tennis  
Ultimate Frisbee  
Volleyball

**Taconic Hills Central School District**

**GRADES K – 2**

<b>SCOPE &amp; SEQUENCE</b>					
<b>Pacing</b>	<b>Activities</b>		<b>Grade Level</b>		
	<b>A</b>	<b>B</b>	<b>K</b>	<b>1</b>	<b>2</b>
Sept. week 1	Rules and Regulations		Introduction	Maintain	Maintain
Sept. week 2, 3	Chasing and Fleeing	Climbing wall (3 weeks each class)	Introduction	Maintain	Mastery
Sept. week 4	Low Organized Games	Climbing wall	Introduction	Maintain	Mastery
Oct. week 5, 6, 7	Manipulative	Climbing wall	Introduction	Maintain	Maintain
Oct. week 8, 9, 10 Nov. week 11	Low Organized Games/Manipulatives	Climbing wall	Introduction	Maintain	Maintain
Nov. week 12, 13 Dec. week 14	Parachute	Climbing wall (ends week 13)	Introduction	Maintain	Mastery
Dec. week 15	Holiday games		Introduction	Maintain	Maintain
Dec. week 16 Jan. week 17, 18	Ball handling and Manipulatives		Introduction	Maintain	Maintain
Jan. week 19, 20, 21 Feb. week 22,	Rhythm and dance		Introduction	Maintain	Maintain
Feb. week 23, 24 Mar. week 25, 26,	Manipulative	Jump Rope (2 weeks each class)	Introduction	Maintain	Maintain
Mar. week 27, 28 Apr. week 29, 30	Ball handling skills		Introduction	Maintain	Maintain
Apr. week 31, 32 May week 33	Chasing and Fleeing		Introduction	Maintain	Maintain
May week 34, 35, 36	Low Organized Games		Introduction	Maintain	Maintain
Jun. week 37	Field day		Introduction	Maintain	Maintain
Jun. week 38, 39, 40	Low Organized Games		Introduction	Maintain	Maintain

**Skill Level**

Taconic Hills Central School District

GRADES 3 – 6

SCOPE & SEQUENCE						
Pacing	Activities		Grade Level			
	A	B	3	4	5	6
Sept. week 1, 2	Rules and Regulations; cooperative games		Maintain	Maintain	Maintain	Maintain
Sept. week 3, 4 Oct. week 5, 6, 7, 8, 9 Nov. week 10	<u>Outdoor Team Sports</u> : soccer, football, or field hockey	Climbing wall (3 weeks each class) or swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Nov. week 11, 12, 13 Dec. week 14	<u>Indoor Team Sports</u> : volleyball, or basketball	Climbing wall** (3 weeks each class) or swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Dec. week 15	Holiday games	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Dec. week 16 Jan. week 17, 18, 19 Feb. 20, 21, 22, 23	<u>Indoor Team Sports</u> : volleyball, or basketball	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Mar. week 24, 25, 26	Fitness	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Mar. week 27	<b>PHYSICAL FITNESS TESTING</b>		Maintain	Maintain	Maintain	Maintain
Mar. week 28, April week 29, 30, 31	Track and Field	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
April week 32 May week 33, 34, 35, 36	Outdoor Field games: Softball	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Jun. week 37	Field day	Swimming* (10 weeks each class)	Maintain	Maintain	Maintain	Maintain
Jun. week 38, 39, 40	Outdoor Field games	Swimming* (10 weeks each class)				

Skill Level

\* Swimming for 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> grade only

\*\* Climbing wall ends Dec. week 13

(Optional third grade unit)

SCOPE & SEQUENCE						
Pacing	Activities		Grade Level			
	A	B	3	4	5	6
Jan. week 19, 20, 21 Feb. week 22	Rhythm and Dance Unit		Mastery	Maintain	Maintain	Maintain

**Taconic Hills Central School District**

**GRADES 7 – 8**

<b>SCOPE &amp; SEQUENCE</b>				
<b>Pacing</b>	<b>Activities</b>		<b>Grade Level</b>	
	<b>A</b>	<b>B</b>	<b>7</b>	<b>8</b>
Sep. week 1, 2, 3	Racket Activities	Tennis	Maintain	Maintain
Sep. week 4 Oct. week 5, 6, 7	Outdoor Team Sport	Flag Football	Maintain	Maintain
Oct. week 8, 9 Nov. week 10	Outdoor Team Activity	Adventure Learning	Maintain	Maintain
Nov. week 11, 12, 13 Dec. week 14	Indoor Team Sport	Volleyball	Maintain	Maintain
Dec. week 15, 16 Jan. week 17	Indoor Team Sport	Basketball	Maintain	Maintain
Jan. week 18, 19, 20	Racket Activities	Badminton, Ping Pong	Maintain	Maintain
Jan. week 21 Feb. week 22, 23	Indoor Team Sport	Floor Hockey	Maintain	Mastery
Feb. week 24 Mar. week 25, 26	<i>PHYSICAL FITNESS TESTING</i>	Fitness Center	Maintain	Maintain
Mar. week 27, 28 Apr. week 29	Swimming	Aquatics	Maintain	Mastery
Apr. week 30, 31, 32	Outdoor Team Sport	Lacrosse	Maintain	Maintain
May week 33, 34, 35	Outdoor Team Sport	Soccer	Maintain	Maintain
June week 36, 37, 38, 39, 40	Outdoor Team Sport	Softball	Maintain	Maintain

**Skill Level**

**Taconic Hills Central School District**

**GRADES 9 – 12**

<b>SCOPE &amp; SEQUENCE</b>						
<b>Pacing</b>	<b>Activities</b>		<b>Grade Level</b>			
	<b>A</b>	<b>B</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
Sept. week 1	Lockers & orientation					
Sept. week 2, 3, 4 Oct. week 5	Outdoor Team Sports	Flag Football	Maintain	Maintain	Mastery	Mastery
Oct. week 6, 7, 8, 9	Outdoor Team Sports	Soccer	Maintain	Maintain	Mastery	Mastery
Nov. week 10	Outdoor Team Sports	Soccer	Maintain	Maintain	Mastery	Mastery
Nov. week 11, 12	Indoor Team Sports	Volleyball	Maintain	Maintain	Mastery	Mastery
Nov. week 13 Dec. week 14	Indoor Team Sports or Fitness	Volleyball or Fitness Center	Maintain	Maintain	Mastery	Mastery
Dec. week 15, 16 Jan. week 17, 18	Fitness or Indoor Team Sports	Fitness Center or Volleyball	Maintain	Maintain	Mastery	Mastery
Jan. week 19	<b>REGENTS &amp; SCHOOL EXAMS – NO PE CLASSES</b>					
Jan. week 20	Racket Activities	Badminton & Table Tennis	Maintain	Maintain	Mastery	Mastery
Jan. week 21 Feb. week 22, 23	Indoor Team Games	Floor Hockey	Mastery	Mastery	Mastery	Mastery
March week 24 April week 25, 26	Indoor Team Sports	Basketball	Maintain	Maintain	Mastery	Mastery
April week 27	<b>PHYSICAL FITNESS TESTING DURING PE CLASSES</b>					
April week 28, 29, 30, 31	Racket Activities	Tennis	Maintain	Maintain	Mastery	Mastery
April week 32 May week 33, 34, 35	Outdoor Team Sports	Softball	Maintain	Maintain	Mastery	Mastery
May week 36	Recreational Games	Ultimate Frisbee	Maintain	Maintain	Mastery	Mastery
June week 37, 38	Recreational Games	Ultimate Frisbee	Maintain	Maintain	Mastery	Mastery
June week 39, 40	<b>REGENTS &amp; SCHOOL EXAMS – NO PE CLASSES</b>					

**Skill Level**

**State Education Department**  
**Explanation of Learning Standards**  
**for**  
**Physical Education Grades K - 12**

**Standard 1: Personal Health and Fitness:**

Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardio respiratory endurance, flexibility, muscular strength, endurance and body composition.

**Standard 2: A safe and Healthy Environment:**

Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self expression and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

**Standard 3: Resource Management:**

Students will be aware of and be able to access opportunities available to them within their community to engage in physical activity. They will be informed consumers and be able to evaluate facilities and programs. Students will also be aware of some career options in the field of physical education and sport.



Activity: Ball Handling

Length of unit: 6 weeks

Grade level: K-2

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The students will dribble, kick, throw and catch a ball with control
2. The students will be able to move through space with the ball

**Activities and Skills:**

1. Guided Discovery – (i.e. Can you dribble high? Can you dribble low?)
2. Partner games and activities – (i.e. underhand and overhand throwing and catching)
3. Low organized games

**Evaluation/Assessment:**

Teacher observation

**Equipment needs:**

Various types of balls

**Other important notes:**

Safety is always emphasized

Activity: Chasing and Fleeing

Length of unit: 5 weeks

Grade level: K-2

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:** Demonstrates competency in many movement forms and proficiency in a few movement forms. Applies movement concepts and principles to the learning and development of motor skills. Exhibits a physically active lifestyle. Achieves and maintains a health-enhancing level of physical fitness Demonstrates responsible personal social behavior in physical activity settings. Demonstrates understanding and respect for differences among people in physical activity settings. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.**Student Objectives:**

1. Students will be able to chase and flee safely and in control.
2. Students will be able to tag safely.
3. Students will be able to participate in low organized tag games.

**Activities and Skills:**

1. Various movements in personal and general space (ie: skipping, galloping, running etc.)
2. Introduction of moving in pathways
3. Introduction to tagging safely
4. Various tag games:
  - o Line tag games (Big A Little A, Panthers & Leopards, Man from Mars, Uncle Sam, Midnight etc.)
  - o Partner tag games (Bumble Bee tag, elbow tag)
  - o Low organized tag games (Soup tag, Pound puppies, Catfish)

**Evaluation/Assessment:**

Teacher observation

**Equipment needs:**

Pinnies  
Foam taggers  
Cones

**Other important notes:**

Safety notes: Students will need to control speed of movement. Students will need to tag with one open hand.

Activity: Climbing Wall

Length of unit: 3 weeks

Grade level: K-2

<p><b>New York State Learning Standards Achieved:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Personal Health and Fitness</i> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</li> <li><input checked="" type="checkbox"/> <i>A Safe and Healthy Environment</i> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</li> <li><input type="checkbox"/> <i>Resource Management</i> Students will understand and be able to manage their personal and community resources.</li> </ul>	
<p><b>National Standards for Physical Education:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates competency in many movement forms and proficiency in a few movement forms.</li> <li><input checked="" type="checkbox"/> Applies movement concepts and principles to the learning and development of motor skills.</li> <li><input checked="" type="checkbox"/> Exhibits a physically active lifestyle.</li> <li><input checked="" type="checkbox"/> Achieves and maintains a health-enhancing level of physical fitness</li> <li><input checked="" type="checkbox"/> Demonstrates responsible personal social behavior in physical activity settings.</li> <li><input checked="" type="checkbox"/> Demonstrates understanding and respect for differences among people in physical activity settings.</li> <li><input checked="" type="checkbox"/> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</li> </ul>	
<p><b>Student Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The students will increase self confidence through progressive challenges on the wall, learn to problem solve while climbing, and increase muscular endurance while grasping, balancing and stretching.</li> </ol>	
<p><b>Activities and Skills:</b></p> <ol style="list-style-type: none"> <li>1. Rules and Guidelines; Explanation and Demonstration of Spotting; Panel by Panel Climb; Color Elimination, Hills and Valleys, Cone to Ball Transfer, Flag Swap, On Thin Ice, Two Panel Climb, Five Panel Climb, Full Wall Climb with Obstacles</li> </ol>	
<p><b>Evaluation/Assessment:</b> Verbal Rules Test; Evaluation of Length of Individual Climbs</p>	

<p><b>Equipment needs:</b> Tennis Balls, Wall Flags, Chinese Jump Ropes, Noodles, Buckets, Cones</p>	<p><b>Other important notes:</b> Stress of safety issues</p>
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Activity: Holiday Games

Length of unit: 1 week

Grade level: K-2

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The students will use ball handling and chasing and fleeing skills to participate in games designed to celebrate holidays and special occasions. They will work on endurance and strength in an atmosphere of fun.

**Activities and Skills:**

1. Turkey Tag, Turkey Hunter, Jack Frost Tag, Turkey Bowl, Ghosts and Goblins, Haunted House, Pumpkin Run, Bunny Tag, Rabbit Hunt

**Evaluation/Assessment:**

Teacher Observation

**Equipment needs:**

Equipment specific for various games

**Other important notes:**

Personal Safety and Sportsmanship

Activity: Low Organized Games

Length of unit: 4 weeks

Grade level: K-2

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will participate in simple games following directions and rules.

2. Students will demonstrate application of learned skills necessary to the game.

**Activities and Skills:**

1. Skills: Throwing, catching, hopping, running, dodging, etc.

2. Activities: Never out foam dodgeball; Protect the pins; Cone ball; Air raid; American gladiator; Rainstorm; Line-up kickball

**Evaluation/Assessment:**

Teacher observation

**Equipment needs:**

Equipment specific for various games.

**Other important notes:**

Personal safety and sportsmanship

Activity: Manipulative Skills

Length of unit: 12 weeks

Grade level: K-3

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. SWBAT: Participate in most traditional games, such as soccer, volleyball, basketball, softball, and football as well as innovative games such as, parachute play, scooter play and juggling.

**Activities and skills:**

1. Activities: Hoop play, bean Bag play, scarf play, scooter play, balloon play, station play, ball play.  
Skills: Throwing, tracking, catching, juggling, batting/striking, and rolling.

**Evaluation/Assessment:**

Teacher observation of activities.

**Equipment needs:**

Hoops, balls, balloons, scarves, and beanbags.

**Other important notes:**

Safety always stressed.

Activity: Parachute

Length of unit: 3 weeks

Grade level: K - 2

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** The students will control the parachute motion in a cooperative manner.

1. The students will be able to coordinate activities using the entire chute.
2. Students will use teamwork to perform the directed activities.
3. The students will work actively in a safe manner in a large group.

**Activities and skills:**

1. Introduction of rules and safety considerations
2. Cooperative activities ( mushroom, umbrella, igloo, ripples and waves, merry-go-round)
3. Callisthenic type games (group balance, bed time pull ups, group sit ups)
4. Active games (merry-go-round tag, shark, popcorn, launch it)

**Evaluation/Assessment:**

1. Observation and success of activities
2. Verbal check for understanding before and after performance

**Equipment needs:**

24 or 30 foot parachute, foam balls, fleece balls, omnikin ball

**Other important notes:**

Safety notes – no sharp objects worn, no walking on the chute unless directed

Activity: Rhythms & Dance

Length of unit: 4 weeks

Grade level: K-2

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The students will work to develop creative expression, rhythmic movement, musical appreciation and active listening skills. They will improve coordination, space and body awareness and social skills in an atmosphere of fun.

**Activities and skills:**

1. Skill: Moving to even and uneven rhythms. Use drums, guitars and other musical instruments with various locomotor skills. Activities: Animal Walks, "Surfin' USA", "Be True to Your School", Trash Can.
2. Skill: Active listening skills. Activities: "Hokey Pokey", "Don't Worry, Be Happy", "Follow Me", "Mexican Hat Dance".
3. Skill: Patterned movement. "Lollipop", "YMCA", "Irish Jig", "Alley Cat", "Gator Dance", "Macarena", "Hot Hot Hot", "Kokomo", "Ghostbusters", "Electric Slide", "Love Shack".

**Evaluation/Assessment:**

The students will be evaluated through teacher observation and their ability to successfully participate individually, with a partner and in a group.

**Equipment needs:** Percussion and other musical instruments, scarves, dancing ribbons (or cut up garbage bags), tape/CD player.



Activity: Aquatics (Swimming)

Length of unit: 10 weeks

Grade level: 4-5

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will develop a foundation necessary for stroke readiness through a variety of skills and techniques. Students will follow safety rules for the pool. Students will be respectful of classmates' differences in abilities.

**Activities and skills:**

1. Pool safety, safe diving rules, back glide, prone glide, diving, treading water, lifejacket skills, elementary back stroke kick, flutter kick, front crawl, back crawl, bobbing to safety, back glide, prone glide, jumping into deep water.

**Evaluation/Assessment:**

Checklist of skills that are visually assessed.

**Equipment needs:**

25 kick boards  
Goggles are not required but may be used

**Other important notes:**

Skills may need modifications for students with lesser abilities. Students may not practice deep-water skills until they have demonstrated the ability to swim to consecutive widths in the shallow pool without touching the bottom.

Activity: Aquatics

Length of unit: 10 weeks

Grade level: 6

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will develop a foundation necessary for stroke development through a variety of skills and techniques.
2. Students will follow safety rules for the pool. Students will be respectful of classmates' differences in abilities.

**Activities and skills:**

1. Deep-water bobbing, experimenting with buoyancy and floating, standing front dive, elementary backstroke, sculling on back, front crawl, breaststroke kick, scissors kick, demonstrate change of direction at wall, tread water for two minutes, rescue breathing without mouth-to-mouth contact, familiarity with CPR

**Evaluation/Assessment:**

Checklist of skills that are visually assessed.

**Equipment needs:**

25 kick boards  
Goggles are not required but may be used

**Other important notes:**

Skills may need modifications for students with lesser abilities.  
Students may not practice deep-water skills until they have demonstrated the ability to swim to consecutive widths in the shallow pool without touching the bottom.

Activity: Basketball

Length of unit: 4 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The student will have an understanding of the basic skills necessary to participate in a basketball game.
2. The students will have a basic understanding of the rules, procedures and scoring involved in the game.

**Activities and skills:**

1. Skill: dribble right and left hand, change of direction, around cones, ball handling. Suggested activities: dribble in hoops runners and gunners, king of the dribblers, figure 8 scramble, Rob the cookie jar.
2. Skill: passes – chest and bounce. Suggested activities: passes around circle, keep away.
3. Skill: shooting – jump shot, chest shot and lay-up. Suggested activities: “21”, Tic Tac Toe, knock out, Basket Bowl.
4. Skill: defense-positioning on person with ball and without ball. Suggested activities: 1v1, 2v1, 2v2.
5. Skill: Pivot

**Evaluation/Assessment:** Students will be evaluated through teacher observation and their ability to be successful in drills and lead- up games. Knowledge of rules and game procedures will be checked through written test and cooperative group questioning.

**Equipment needs:**

Basketballs, Cones, Pinnies

**Other important notes:** Always stress safety. Encourage team play. (Possibly award 3 points for an assisted basket.)

Activity: Climbing Wall

Length of unit: 3 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The students will increase self confidence through progressive challenges on the wall, learn to problem solve while climbing, and increase muscular endurance while grasping, balancing and stretching.

**Activities and skills:**

1. Rules and Guidelines; Explanation and Demonstration of Spotting; Panel by Panel Climb; Color Elimination, Hills and Valleys, Cone to Ball Transfer, Flag Swap, On Thin Ice, Two Panel Climb, Five Panel Climb, Full Wall Climb with Obstacles

**Evaluation/Assessment:**

Verbal Rules Test; Evaluation of Length of Individual Climbs

**Equipment needs:**

Tennis Balls, Wall Flags, Chinese Jump Ropes, Noodles, Buckets, Cones

**Other important notes:**

Stress of safety issues

Activity: Field Hockey

Length of unit: 4 weeks

Grade level: 4-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** The students will have an understanding of the basic skills necessary to participate in a field hockey game and demonstrate these skills in drills, lead-up games and an 11 v 11 game. They will have a basic understanding of the rules, procedures and strategies involved in a safe field hockey game.

**Activities and skills:**

1. Skills: Dribble- loose, tight, Indian. Activities: dribble relays, obstacle field, zigzag relay, shadow dribble, air dribble
2. Skill: Pushes and drives with stops(moving and stationary) Activities: partner passing, pyramid passing, triangle passes (flat and through), Monkey in the Middle, Hockey Keep-Away, Ground Attack, Tin Can Alley, Shooting Goals.
3. Skill: Dodges-spins, pulls, over stick, through legs. Activities: 1 v 1, Hockey Pirates, Hockey Steal, Line Hockey
4. Skill: Tackles – stick side, reverse stick side, circular
5. Lead-up Games: Lotsa Balls, Goalies Galore, 3 on 3 Hockey, Sideline Hockey, Position Hockey, Modified Hockey, Mad Ball Hockey

**Evaluation/Assessment:** Students will be evaluated through teacher observation and their ability to be successful in drills, lead-up games and 11 v 11 games. Knowledge of the rules and procedures will be checked through written test, verbal check for understanding.

**Equipment needs:** Sticks (indoor/outdoor plastic field hockey sticks) or wooden sticks, balls (plastic or real), cones, pinnies shin guards.

**Other important notes:** Check for correct grip for various skills. Always stress safety. Use mouth guards if wooden sticks are used. Many of the lead-up games are from The Ultimate Sport Lead-up Game Book by Guy Bailey

Activity: Fitness

Length of unit: 3 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will express understanding of need for physical activity.

2. Students will know the four components of fitness and be able to demonstrate exercises that comply with each component.

**Activities and skills:**

1. Fitness circuit; Endurance runs; Fitness videos; working heart rate worksheet; Cardio tag games; Creation of exercise logs; Fitness 4 square.

**Evaluation/Assessment:**

1. Evaluate working heart rate/recovery time.

2. Evaluate/assess personal exercise logs.

**Equipment needs:**

Music and music player, Pulse meters, Dumbbells, Aerobic steps, Sit-up mats, Jump ropes, Exercise log sheets and pencils

**Other important notes:**

Check correct form of all exercises.

Activity: Flag Football

Length of unit: 3 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will know basic rules of game
2. Students will be able to throw a football 20 feet accurately
3. Students will have basic knowledge of positioning

**Activities and skills:**

1. Skill – pass and catch, hike (center the football), punting, huddle, flag grab, punt receiving
2. Activities – “Bamboozle ‘Em Football”, Punt and Pass Relay, Hike and Pass Football, Fake ‘Em Out, 4 Down Football

**Evaluation/Assessment:**

1. Teacher Observation of 4 down football
2. Written rules test – 5-10 questions

**Equipment needs:**

Foam and Soft Touch Footballs  
Flag Belts  
Cones to mark fields crosswise on soccer field

**Other important notes:**

Activity: Rhythms and Dance

Length of unit: 3 weeks

Grade level: 3 (optional)

<p><b>New York State Learning Standards Achieved:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Personal Health and Fitness</i> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</li> <li><input type="checkbox"/> <i>A Safe and Healthy Environment</i> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</li> <li><input checked="" type="checkbox"/> <i>Resource Management</i> Students will understand and be able to manage their personal and community resources.</li> </ul>	
<p><b>National Standards for Physical Education:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates competency in many movement forms and proficiency in a few movement forms.</li> <li><input checked="" type="checkbox"/> Applies movement concepts and principles to the learning and development of motor skills.</li> <li><input checked="" type="checkbox"/> Exhibits a physically active lifestyle.</li> <li><input checked="" type="checkbox"/> Achieves and maintains a health-enhancing level of physical fitness</li> <li><input checked="" type="checkbox"/> Demonstrates responsible personal social behavior in physical activity settings.</li> <li><input checked="" type="checkbox"/> Demonstrates understanding and respect for differences among people in physical activity settings.</li> <li><input checked="" type="checkbox"/> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</li> </ul>	
<p><b>Student Objectives:</b></p> <ol style="list-style-type: none"> <li>1. The students will work to develop creative expression, rhythmic movement, musical appreciation and active listening skills. They will improve coordination, space and body awareness and social skills in the atmosphere of fun.</li> </ol>	
<p><b>Activities and skills:</b></p> <ol style="list-style-type: none"> <li>1. Skill: Moving to even and uneven rhythms. Use drums, guitars and other musical instruments with various locomotor skills. Activities; General space free movement, Trash Can Dance, Copy me movements</li> <li>2. Skill: Active listening skills: Activities: Hand and Foot dances with right/left directions</li> <li>3. Skill: Patterned Movement. Macarena, Hot, Hot, Hot, Ghostbusters, Electric Slide, Superman</li> </ol>	
<p><b>Evaluation/Assessment:</b></p> <p>The students will be evaluated through teacher observation and their ability to successfully participate individually, with a partner and in a group.</p>	
<p><b>Equipment needs:</b> Percussion and other musical instruments, scarves, dancing ribbons(or cut up garbage bags), tape/CD player</p>	<p><b>Other important notes:</b></p>



Activity: Soccer

Length of unit: 4-5 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. The students will have an understanding of the basic skills necessary to participate in a basketball game and demonstrate these skills in drills, lead-up games and an 11v11 game. They will have a basic understanding of the rules, procedures and strategies involved in the game.

**Activities and skills:**

1. Skill: Dribble. (Soccer red light green light, dribble freeze tag, shuttle dribble relays, steal the bacon, rob the cookie jar)
2. Skill: Kick and trap. (Circle soccer, line soccer, bowling pin soccer, passing shuttles, goal kicking)
3. Skill: Heading
4. Skill: Throw-in
5. Skill: Tackling. (Soccer pirates, 1v1, 2v1)
6. 6. Lead-up Games: 3 on 3 Soccer, Diamond Soccer, Soccer Kickball (with and without goalie), Rotation Soccer.

**Evaluation/Assessment:**

Students will be evaluated through teacher observation and their ability to be successful in drills and lead-up games. Knowledge of the rules and procedures may be checked through written test, cooperative group questioning and/or verbal questioning.

**Equipment needs:**

Balls, cones, pinnies

**Other important notes:**

Safety always stressed

Activity: Softball

Length of unit: 5 weeks

Grade level: 3 - 6

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

- Demonstrate proficiency catching with a softball glove
- Successfully hit a pitched ball
- Demonstrate softball rules

**Activities and skills:**

1. Skills: Throwing and catching with a glove; hitting a pitched ball and running the bases
2. Activities: Never Out Wiffle Ball, Playing Catch, 2 – 3 inning softball games, outfielders catching fungo hits, infielders throwing around the horn

**Evaluation/Assessment:**

**Equipment needs:**

Gloves, rubber softballs, bats, catcher’s mask, waffle balls and bats

**Other important notes:**

Emphasize safety while catching and use of mask

Activity: Track & Field

Length of unit: 4 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Student will be able to demonstrate most aspects of track and field – long jump, shot put, sprint, hurdles, long and short distance runs.
2. Students will show proficiency at one event.
3. Student will understand faults and reasons for disqualification

**Activities and skills:**

1. Skills – Sprinting, pacing oneself long distances, jumping, throwing, hurdling
2. Activities – 100m races, 400m races, hurdle races, record pentathlon

**Evaluation/Assessment:**

Record of individual bests  
Pentathlon Awards

**Equipment needs:**

Hurdles, Shot put, Measuring tape,  
High Jump standards, Stop Watch

**Other important notes:**

Emphasize safety on track; hurdles from the correct direction; safety at shot put, long and high jump pits.

Activity: Volleyball

Length of unit: 3 weeks

Grade level: 3-6

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. By the end of this unit, students will have a basic understanding of the basic skills necessary to actively participate in a game.
2. By the end of this unit, students will have a basic understanding of the rules of Volleyball.
3. By the end of this unit, students will have a basic understanding of how to score a game of Volleyball.

**Activities and skills:**

1. Skill: Forearm pass, Overhead pass. (“Leader-ball”, “inside/outside”, “Keep it up”)
2. Skill: Underhand serve. (Partner drill – 20ft. apart, target drill)
3. Skill: Rotation. (“Z” rotation, “volley-cooties”)
4. Skill: Scoring. (Modified game to teach scoring)

**Evaluation/Assessment:**

1. Students will be evaluated/assessed through visual observation by the teacher.
2. Students will be evaluated through peer observation

**Equipment needs:**

Volleyball net / standards, Approx. 10 volleyballs, Approx. 10 beach balls, Approx. 24 spot squares (inside/outside circle), 8-10 poly spots

**Other important notes:**

Rules will be addressed before game days. Rules will be better learned through play. (This is true for rotation as well)

Activity: Adventure Learning

Length of unit: 3 Weeks

Grade level: 7 & 8

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

The Students will be able to:

- Identify the proper tying of a figure eight knot
- Properly put on a harness
- Explain the use of challenge course helmets and carabineers
- Effectively and properly back-up belay the instructor
- Utilize communication, leadership and followership skills to achieve the goals of the activities

**Activities and skills:**

1. Students will utilize the high and low elements of the adventure course

**Evaluation/Assessment:**

Cognitive exam and full value contract

**Equipment needs:**

Ropes, helmets, carabineers, harnesses, ATC's

**Other important notes:**

Safety and spotting techniques should always be a priority for this unit

Activity: Badminton: Table and Floor Tennis

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will know the rules for each activity.
2. Students will know the grip for various shots and serves in each activity.
3. Students will demonstrate proper etiquette during game play.

**Activities and skills:**

1. Drills designed to improve skill level will be implemented.
2. Round Robin tournaments will be held in each activity.
3. Singles and doubles play will be practiced.

**Evaluation/Assessment:**

Cognitive exam

**Equipment needs:**

28 rackets (badminton, ping pong and floor tennis) 10 balls for each activity.

**Other important notes:**

Activity: Basketball

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will be able to demonstrate the proper hand position and placement on the basketball while shooting.
2. Students will be able to demonstrate “squaring” to the basket during shooting drills.
3. Students will understand the importance of their legs during the shot.
4. Students will be able to correctly perform the technique of receiving a pass, squaring to the basket and shooting during drills.
5. Students will be able to perform a chest and bounce pass using proper technique to a classmate.
6. Students will understand the court dimensions.
7. Students will know terms such as the key and be able to identify and know the significance of the following lines on the court: Free-throw line, division line, 3pt. line, sidelines and end lines.

**Activities and skills:**

1. Students will participate in a game situation, following the rules that coincide with the lines on the court.
2. Students will understand the following violations and consequences for those actions: walking, double dribble, stepping out of bounds, holding the ball too long in certain circumstances.
3. In a small group, students will be able to perform a 3-2 zone defense to stop another small group of students from passing and or scoring.
4. With a partner, students will be able to perform a give and go successfully.
5. With a partner, students will successfully defend a give and go.

**Evaluation/Assessment:**

Cognitive exam

**Equipment needs:**

15 basketballs, 10 cones

**Other important notes:**

Activity: Fitness

Length of unit: 3 weeks

Grade level: 7 & 8

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. How to properly use each machine.
2. Know the dangers/risks of lifting too much weight.
3. Choose the fitness program that best fits their needs.
4. Understand and abide by the general rules of conduct, which are posted in the facility.

**Activities and skills:**

1. Students will utilize every aspect of the fitness center; including free weights, the machine circuit, cardiovascular equipment as well as medicine ball activities.

**Evaluation/Assessment:**

1. Students will complete their work out log each class, charting their activities and vital information such as heart rate.

**Equipment needs:**

All equipment is located in the fitness center.

**Other important notes:**



Activity: Flag Football

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Define and describe the specific responsibilities of each duty on the team
2. Work together and communicate to create a team
3. Identify a post and out pass patterns
4. Demonstrate a post and out pass pattern
5. Identify a zone defense
6. Identify a man-to-man defense

**Activities and skills:**

1. Create a total of 4 plays on their playbook
2. Successfully demonstrate a punt and kick-off
3. Round robin tournament
4. Execution of a playoff series

**Evaluation/Assessment:**

Cognitive exam and teacher observation

**Equipment needs:**

12 Footballs, 30 cones, 30 flags

**Other important notes:**

Safety is always the prime consideration

Activity: Floor Hockey

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Understand all the rules pertaining to floor hockey and behavioral expectations during this unit.
2. Students will be asked to pass, dribble, and shoot during an “informal” assessment drill.
3. Students will be able to identify and describe a backhand and forehand pass or shot.
4. Students will be able to dribble the ball in a controlled manor.

**Activities and skills:**

1. Round robin tournament.
2. Recognize the correct placement for their team’s offensive and defensive zones.
3. State three advantages to a zone offense and defense.
4. During game play, students will remain in their “zone”.

**Evaluation/Assessment:**

Cognitive exam.

**Equipment needs:**

30 sticks, 10 hockey balls, 4 goals

**Other important notes:**

Activity: Lacrosse

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will understand all the rules pertaining to Lacrosse and behavioral expectations during this unit.
2. Understand the rich and proud heritage behind the sport of lacrosse.
3. Recite the names of the different parts of a lacrosse stick: head, cross strings, collar, back bend, handle, butt when asked.
4. Define the purpose of cradling.
5. Define a scoop.
6. Define the purpose of dodging.

**Activities and skills:**

1. Complete a throw and catch sequence with a partner from a distance of ten feet.
2. Demonstrate proper cradling technique and incorporate this skill with a pass to a partner.
3. Demonstrate picking up a ground ball, cradling while on the run and complete a pass to a partner.
4. Demonstrate a dodge against a partner (defender) and complete the skill by shooting on goal.

**Evaluation/Assessment:**

Cognitive exam.

**Equipment needs:**

30 lax stics, 12 hockey balls, 30 cones, 4 goals

**Other important notes:**

Activity: Soccer

Length of unit: 4 weeks

Grade level: 7 & 8

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will understand all the rules pertaining to soccer and behavioral expectations during this unit.
2. Understand the rich and proud heritage behind the sport of soccer.
3. Recite the names of the different lines on the soccer field when asked
4. Define the purpose of dribbling.
5. Define offside.
6. Define a give and go.

**Activities and skills:**

1. Complete a pass and trap sequence with a partner from a distance of ten feet.
2. Demonstrate proper throw – in technique and incorporate this skill with to a partner.
3. Demonstrate heading a ball cradling while on the run and complete a pass to a partner.
4. Demonstrate dribbling against a partner (defender) and complete the skill by shooting on go

**Evaluation/Assessment:**

Cognitive exam.

**Equipment needs:**

10 soccer balls, 20 cones, 15 pinneys.

**Other important notes:**

Activity: Softball

Length of unit: 4 weeks

Grade level: 7-8

<p><b>New York State Learning Standards Achieved:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> <i>Personal Health and Fitness</i> Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</li> <li><input checked="" type="checkbox"/> <i>A Safe and Healthy Environment</i> Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</li> <li><input type="checkbox"/> <i>Resource Management</i> Students will understand and be able to manage their personal and community resources.</li> </ul>
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<p><b>National Standards for Physical Education:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Demonstrates competency in many movement forms and proficiency in a few movement forms.</li> <li><input checked="" type="checkbox"/> Applies movement concepts and principles to the learning and development of motor skills.</li> <li><input checked="" type="checkbox"/> Exhibits a physically active lifestyle.</li> <li><input checked="" type="checkbox"/> Achieves and maintains a health-enhancing level of physical fitness</li> <li><input checked="" type="checkbox"/> Demonstrates responsible personal social behavior in physical activity settings.</li> <li><input checked="" type="checkbox"/> Demonstrates understanding and respect for differences among people in physical activity settings.</li> <li><input checked="" type="checkbox"/> Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.</li> </ul>
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<p><b>Student Objectives:</b> Student will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand rules and regulations</li> <li>2. Properly run bases</li> <li>3. Proper batting stance</li> <li>4. Perform proper throwing and catching techniques</li> <li>5. Knowledge of positions and their responsibilities</li> </ol>
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<p><b>Activities and skills:</b></p> <ol style="list-style-type: none"> <li>1 Throwing and catching with partner</li> <li>2 Monster ball</li> <li>3 Play full game</li> <li>4 Batting drills</li> <li>5 Fielding drills</li> <li>6 Base running</li> </ol>
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<p><b>Evaluation/Assessment:</b></p> <ol style="list-style-type: none"> <li>1 Personal communication with students – evaluation of knowledge and understanding</li> <li>2 Verbal feedback of performance</li> </ol>
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<p><b>Equipment needs:</b> Softballs, Gator skin balls, Gloves, Fat bat, Softball bat, Catcher’s mitt, Bases</p>	<p><b>Other important notes: SAFETY</b> Don’t walk behind batter swinging in on deck circle Drop bat after hitting ball Catchers must wear a mask Throw balls during warm up in the same direction Stay behind backstop while waiting to hit Pay attention to game at all times</p>
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Activity: Swimming (Aquatics)

Length of unit: 3 weeks

Grade level: 7 & 8

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Demonstrate proficiency in the following strokes (see below).

**Activities and skills:**

1. Students will learn by performing various stroke drills designed to break down the stroke step by step.
2. Students will follow a Red Cross curriculum which will cover the following activities. Freestyle, Backstroke, Breast stroke, Butterfly, elementary backstroke, side stroke, racing dive, and surface dives.

**Evaluation/Assessment:**

Psychomotor skills testing and a cognitive exam.

**Equipment needs:**

28 kickboards and pull buoys.

**Other important notes:**

Activity: Tennis

Length of unit: 5 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:** Demonstrates competency in many movement forms and proficiency in a few movement forms. Applies movement concepts and principles to the learning and development of motor skills. Exhibits a physically active lifestyle. Achieves and maintains a health-enhancing level of physical fitness Demonstrates responsible personal social behavior in physical activity settings. Demonstrates understanding and respect for differences among people in physical activity settings. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.**Student Objectives:**

1. Orientation to rules and history. Demonstrate proper grip, approach, swing and follow through for the serve, forehand, volleys, and backhand. Understand how to score a tennis match. Know the difference between the rules for doubles and singles play. Students will at all times adhere to the safety standards concerning racket usage.

**Activities and skills:**

1. Forehand, backhand, serving, and volley drills. Partner hitting. Singles and doubles play. Scoring a match.

**Evaluation/Assessment:**

Written cognitive exam.

**Equipment needs:**

25 Rackets, 10 tennis balls, 10 cones (for drill use)

**Other important notes:**

In the case of inclement weather, the volleyball nets may be placed on the gym floor.

Activity: Volleyball

Length of unit: 3 weeks

Grade level: 7 &amp; 8

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:** Demonstrates competency in many movement forms and proficiency in a few movement forms. Applies movement concepts and principles to the learning and development of motor skills. Exhibits a physically active lifestyle. Achieves and maintains a health-enhancing level of physical fitness Demonstrates responsible personal social behavior in physical activity settings. Demonstrates understanding and respect for differences among people in physical activity settings. Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.**Student Objectives:**

1. Students will understand the origins of volleyball.
2. Students will know the following rules: rotation, service considerations, rally scoring, and net violations.
3. Students will understand the keys to a successful bump.
4. Students will understand the keys to a successful set.
5. Students will understand the keys to a successful spike.
6. Students will understand the new scoring rules in volleyball (rally scoring).

**Activities and skills:**

1. In groups of three, students will successfully complete a bump, set, and a spike.
2. Students will be able to perform a successful spike up against a wall 8 out of 10 times.
3. Students will be able to perform a successful bump to a partner 8 out of 10 times
4. Students will be able to serve either underhand or overhand successfully 7 out of 10 times.

**Evaluation/Assessment:**

Cognitive exam.

**Equipment needs:**

1 ball hopper, 12 volleyballs, 2 nets with stands

**Other important notes:**



Activity: Badminton/Ping Pong

Length of unit: 1 week

Grade level: 9-12

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Understand fundamentals of teamwork and team play during doubles games
3. Demonstrate proper serve techniques (badminton)
4. Demonstrate proper lob shots, forehand smash, backhand (badminton)
5. Create team strategies during doubles play
6. Understand rules of scoring

**Activities and skills:**

1. Singles and doubles games
2. Volley drills—practice forehand and backhand
3. Serving drills

**Evaluation/Assessment:**

1. Personal communication with students—evaluation of knowledge and understanding
2. Observe games being played (assists in determination of skill level)
3. Observe skills during tournaments of singles and doubles play

**Equipment needs:**

Badminton rackets, Ping pong paddles, Shuttlecocks, Ping pong balls, Badminton nets and standards, Ping pong tables

**Other important notes:**

**SAFETY:**  
No bashing ping pong balls or birdies  
No bashing of rackets or paddles on floor or tables

Activity: Basketball

Length of unit: 3 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Understand fundamentals of teamwork and team play
3. Perform lay-ups with proper formation
4. Shoot the basketball with hands in proper position

**Activities and skills:**

1. Passing and lay-up drill
2. Dribbling drill using cones
3. Shooting games i.e., knockout, around the world, twenty one, horse
4. Half court games
5. Small 2 on 2 or 3 on 3 games

**Evaluation/Assessment:**

1. Personal communication with students—evaluation of knowledge
2. Observe games being played (assists in determination of skill level)
3. Observe team play

**Equipment needs:**

Basketballs  
Jerseys

**Other important notes:**

**SAFETY:**  
Separate competitive players from noncompetitive players  
Officiate games

Activity: Fitness Center

Length of unit: 3 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand proper use of fitness equipment
2. Understand pulse rate and heart rate ratio for their training level.
3. Understand benefits of cardiovascular exercise to maintain proper body weight and development.
4. Create personal fitness programs

**Activities and skills:**

1. Keep exercise journal, tracking progress on a daily basis.
2. Use both the cardiovascular machines and the weight lifting stations daily.
3. Optional use of free weights, abdominal rollers, jump ropes, yoga or pilates tapes and medicine balls.

**Evaluation/Assessment:**

1. Monitor exercise journals on a daily basis
2. Personal communication between students
3. Monitor students while taking heart rates

**Equipment needs:**

Jump ropes, Yoga tapes, VCR, television, Medicine balls, Blank fitness journals, Pencils

**Other important notes: SAFETY**

Spotting during free weight use—especially with bench press  
Students should not try to lift too much weight  
Make sure safety clip is used on treadmills

Activity Flag Football

Length of unit: 4 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will better understand the rules and regulations of football
2. Learn positions of a football team
3. Understand fundamentals of teamwork and team play
4. Demonstrate passing, catching and running various patterns

**Activities and Skills:**

1. Passing and Catching Drill: Demonstrate pass patterns and plays used during game time. Patterns include: Post, Flag, Out and Up, Hook
2. Team Practice: Teams may practice together to get comfortable with their position on the team, run plays etc.
3. 75 Yard Games: Full games

**Evaluation/Assessment:**

1. Written quiz
2. 2: Games played during class time
3. Oral quiz at the end of each class

**Equipment needs:**

- 1: 2-4 sets of different colored flags
- 2: 4 rubber intermediate size footballs
- 3: cones

**Other important notes: Safety:**

1. Tied sneakers or cleats
2. No jewelry
3. No tackling

Activity: Floor Hockey

Length of unit: 3 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Understand fundamentals of teamwork and team play
3. Demonstrate proper stick handling skills

**Activities and skills:**

1. Passing and shooting drills
2. Stick handling drills using cones
3. Half court games
4. Shoot on goal for goalie practice

**Evaluation/Assessment:**

1. Personal communication with students—evaluation of knowledge and understanding
2. Observe games being played (assists in determination of skill level)
3. Observe team play

**Equipment needs:**

Sticks for each student  
Floor hockey balls (not pucks)

**Other important notes:**

**SAFETY:**  
No checking  
No pushing  
No slap shots  
No slashing

Officiate games closely

Activity: Golf

Length of unit: 2 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Understand fundamentals of the game of golf
3. Properly swing a golf club using correct stance and grip
4. Understand the different clubs and when to use them
5. Understand that golf is an activity that can be played throughout a lifetime

**Activities and skills:**

1. Club selection
2. Demonstrate the different grips
3. Demonstrate the swing—back swing and follow-through
4. Practice hitting whiffle golf balls
5. Practice putting using putting mats
6. Go to the driving range if possible

**Evaluation/Assessment:**

1. Personal communication with students—evaluation of knowledge and understanding
2. Observe grip, stance, swing, contact made with the ball

**Equipment needs:**

Golf clubs, Practice whiffle golf balls, Putting mats,  
Tees

**Other important notes: SAFETY**

Don't walk behind students swinging  
Don't smash the clubs on the floor or ground

Activity: Soccer

Length of unit: 4 Weeks

Grade level: 9-12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

Demonstrate fundamental skills including kicking, passing, dribbling and trapping

Identify the positions and rules of the game of soccer

Acquire knowledge of different offensive and defensive strategies

Acquire knowledge of key soccer terms - penalty kick/indirect kick/throw in/goal kick/corner kick

**Activities and skills:**

3 v 2 – Improve ball handling skills as well as improve anticipation and reaction to the ball

Triangle Drill – Assists the development of ball control, dribbling and passing skills as well as receiving and controlling the ball

Dribbling skills – assists the development of ball control while dribbling / excellent warm up activity

**Evaluation/Assessment:**

Written Quiz

Games played during class observed

Oral quiz at the end of each class

**Equipment needs:**

Soccer balls, practice jerseys, cones

**Other important notes:**

Safety: Tied sneakers, shin guards, no jewelry, safe soccer tackles

Activity: Softball

Length of unit: 4 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:**

- 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.
- A Safe and Healthy Environment*  
Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.
- Resource Management*  
Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

- Demonstrates competency in many movement forms and proficiency in a few movement forms.
- Applies movement concepts and principles to the learning and development of motor skills.
- Exhibits a physically active lifestyle.
- Achieves and maintains a health-enhancing level of physical fitness
- Demonstrates responsible personal social behavior in physical activity settings.
- Demonstrates understanding and respect for differences among people in physical activity settings.
- Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Understand fundamentals of teamwork and team play
3. Perform proper throwing and catching techniques
4. Perform proper batting techniques
5. Understand how to properly run bases
6. Understand different positions on the softball field

**Activities and skills:**

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>1. Throwing and catching practice with partners</li> <li>2. Batting practice for each</li> <li>3. Infield warm up</li> <li>4. Outfield practice</li> </ol> | <ol style="list-style-type: none"> <li>5. Play full games</li> <li>6. Play small games (2 a cat, 3 a cat)</li> <li>7. Whiffle ball inside on rainy days</li> </ol> |
|---|--|

**Evaluation/Assessment:**

1. Personal communication with students—evaluation of knowledge and understanding
2. Observe games being played (assists in determination of skill level)

**Equipment needs:**

Softballs  
Gloves  
Bats  
Catcher’s mask

**Other important notes: SAFETY:**

Don’t walk behind batters swinging in on deck circle  
Catchers must wear a mask  
Throw the balls during warm up in the same direction  
Stay behind the backstop while waiting to hit



Activity: Tennis

Length of unit: 4 weeks

Grade level: 9 – 12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** The students will:

Perform and demonstrate the fundamental skills including backhand, forehand, serve and volley

Know the rules of scoring

Know the rules of doubles and singles play

Understand the etiquette of tennis

**Activities and skills:**

Short Court Volley – Keep ball in the service court – works groundstroke

Full Court Volley – Use the full court – after each hit return to the hash mark at mid-court

Alley Volley – Try to keep the ball in the alley – works on control and accuracy

Serving – Each student serve 10 times – partner does not return the ball

Full games – Practice the above strokes, rules and proper etiquette

**Evaluation/Assessment:**

Written quiz

Games and tournament play

Oral quiz at the end of each class

**Equipment needs:**

Tennis balls and rackets

**Other important notes:**

Safety: Tied sneakers, no jewelry, and stay on your own court

Activity: Ultimate Frisbee

Length of unit: 3 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:**

1. Students will better understand the rules and regulations of Ultimate Frisbee
2. Understand fundamentals of teamwork and team play
3. Demonstrate throwing, catching a frisbee
4. Demonstrate and run various patterns

**Activities and skills:**

1. Throwing and Catching Drill- Demonstrates how to properly hold, throw and catch a frisbee
2. Team Practice- Teams may practice together to get comfortable with their position on the team, run plays etc.
3. 100 Yard Games- Full games

**Evaluation/Assessment:**

1. Written quiz
2. Games played during class time
3. Oral quiz at the end of each class

**Equipment needs:**

1. 2 sets of different colored flags or jerseys
2. 2-6 frisbees
3. cones

**Other important notes: Safety**

- Tied sneakers or cleats
- No jewelry
- No tackling

**Activity:** Volleyball

Length of unit: 5 weeks

Grade level: 9-12

**New York State Learning Standards Achieved:** *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.

 *A Safe and Healthy Environment*

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

 *Resource Management*

Students will understand and be able to manage their personal and community resources.

**National Standards for Physical Education:**

Demonstrates competency in many movement forms and proficiency in a few movement forms.

Applies movement concepts and principles to the learning and development of motor skills.

Exhibits a physically active lifestyle.

Achieves and maintains a health-enhancing level of physical fitness

Demonstrates responsible personal social behavior in physical activity settings.

Demonstrates understanding and respect for differences among people in physical activity settings.

Understands that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

**Student Objectives:** Students will be able to:

1. Understand rules and regulations
2. Properly bump, set, serve and volley

**Activities and skills:**

1. Bump drills
2. Set drills
3. Demonstrate underhand serve prior to serving overhand

**Evaluation/Assessment:**

1. Personal communication with students—checking for understanding
2. Observe games to point out infractions i.e., carry and net violations

**Equipment needs:**

Volleyballs  
Standards  
Nets

**Other important notes:**

**SAFETY:**  
No flagrant ball bashing  
No kicking the ball  
Roll the ball under the net to the opposing team when necessary