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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| HPF.PE.C.1.1.A Students demonstrate proﬁciency in selected complex physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.HPF.PE.C.1.1.D Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.HPF.PE.C.3.1.B Students recognize the beneﬁts ofengaging in appropriate physical activities with others, including both older and younger members of the community. | * Students participate in physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.
* Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
* Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community.
 | **Individual Sports/Activities Units*** Jogging
* Sprinting
* Anaerobics
* Aerobics
* Dance
* Skating
* Balance Ball
* Self Defense
* Kickboxing
* Bowling
* Swimming -freestyle/front crawl, backstroke, breaststroke, butterfly
* Swimming Games
 | * Shorten or lengthen distance
* Peer partners
* Modify time
* Individual competitions
* Team competitions
 | Incorporating WorkshopStrategies* Word walls

Journals* Writing
* Peer Interviews
* Author studies
* Research project
* Interviews
* Narrative writing
* Quizzes
* Procedural writing
* Projects
* Peer dialogue
* Group work
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (4) HPF.PE.C.1.1.G Students demonstrate competence in leading and participating in group activities.(2) HPF.PE.C.2.1.B Students demonstrate responsible personal and social behavior while engaged in physical activities.(6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community. | * Students demonstrate competence in leading and participating in group activities. Students demonstrate responsible personal and social behavior while engaged in physical activities.
* Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members.
 | **Team Sports:*** Basketball
* Broomball
* Field hockey
* Floor hockey
* Frisbee
* Lacrosse
 | * Advanced Skills
* Offense positions
* Defense positions
* Offensive plays
* Defensive plays
* Team competitions
* Tournaments
 | Suggested Cross CurricularConnectionsMath:* Graphical analysis
* Statistical analysis
* Graph conversions
* Measurement
* Problem solving
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.D Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. | * Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
 | **Adventure & Risk Challenge Activities:*** Fishing Hiking
* Orienteering
* Rock climbing
 | * Group work
* Modify and change qua sport equipment
* Shorten or lengthen distance
* Peer partners
* Modify time
* Self-guided/discovery
 | Incorporating WorkshopStrategies* Word walls

Journals* Writing
* Peer Interviews
* Author studies
* Research project
* Interviews
* Narrative writing
* Quizzes
* Procedural writing
* Projects
* Peer dialogue
* Group work
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.A Students demonstrate proﬁciency in selected complex physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.(3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.(6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community | * Students demonstrate proﬁciency in selected complex physical activities that provide conditioning for each ﬁtness area.
* Students understand the physical, social, and emotional beneﬁts of physical activity and can demonstrate leadership and problem solving through participation in organized games or activities.
* Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community
 | **Individual/Dual Sports:*** Self Defense
* Kickboxing
* Yoga
* Badminton
* Handball
* Ping pong
* Tennis
* Pickleball
* Kan Jam
* Corn Hole
* Biking
* Jogging
* Sprinting
 | * Advanced Skills
* Offensive Skills
* Defensive Skills
* 1v1 Competitions
* 2v2 Competitions
* Tournaments
 | Social Studies/English/Art:* Historical context
* Sports in society
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (4) HPF.PE.C.1.1.G Students demonstrate competence in leading and participating in group activities.(2) HPF.PE.C.2.1.B Students demonstrate responsible personal and social behavior while engaged in physical activities.(6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, includingboth older and younger members of the community., and analyze skill activities.(3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.(1) HPF.PE.C.3.1.A Students recognize their role as concerned anddiscriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability. | * Students demonstrate competence in leading and participating in group activities. Students demonstrate responsible personal and social behavior while engaged in physical activities.
* Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members.
 | **Team Sports:*** Soccer
* Team handball
* Speedball
* Volleyball
* Choiceball
* Kickball
 | * Advanced Skills
* Offensive Skills
* Defensive Skills
* Individual Competitions
* Team Competitions
* Tournaments
 | Health/Science:* Physiology

Eﬀects of exercise on the human body | * Peer assessment
* Self assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.D Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities. | * Students use the basic principles of skill analysis to improve previously acquired skills and to continue to learn new skills and activities.
 | **Adventure & Risk Challenge Activities Units*** Fishing
* Hiking
* Orienteering
* Rock Climbing
* Backpacking
* Camping
 | * Peer partners
* Group work
* Modify and change qua sport equipment shorten or lengthen distance
* Peer partners
* Modify time
* Self-guided/discovery
 | Incorporating WorkshopStrategies* Word walls

Journals* Writing
* Peer Interviews
* Author studies
* Research project
* Interviews
* Narrative writing
* Quizzes
* Procedural writing
* Projects
* Peer dialogue
* Group work
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (1) HPF.PE.C.1.1.F Students follow a program that relates to wellness, including weight control and stressmanagement.(2) HPF.PE.C.2.1.A Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. | * Students follow a program that relates to wellness, including weight control and stress management.
* Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.
 | **5 Weeks****Individual/Dual Sports:*** Roller blading
* Track & ﬁeld
* X-country
* Circus/juggling
* Weight training
* Fitness Wellness
* Tennis
 | * Modify time
* Lengthen distances
* Peer partners
* Use heavier weights
* Advanced weightlifting exercises (bench, squat, deadlift, Olympic lifts)
 | Health/Science:* Physiology
* Eﬀects of exercise on the human body
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (4) HPF.PE.C.1.1.G Students demonstrate competence in leading and participating in group activities.(6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community | * Students demonstrate competence in leading and participating in group activities. Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community.
 | **5 Weeks****Team Sports:*** Softball
* Baseball
* Football
* Flag football
* Ultimate football
 | * Offensive Skills
* Defensive Skills
* Skills Competitions
* Team Competitions
* Tournaments
 | Suggested Cross CurricularConnectionsMath:* Graphical analysis
* Statistical analysis
* Graph conversions
* Measurement
* Problem solving
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (1) HPF.PE.C.1.1.B Students establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities.(3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.(1) HPF.PE.C.3.1.A Students recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity as a resource for everyone regardless of age or ability. | * Students establish and maintain a high level of skilled performance, demonstrate mastery of fundamental movement forms and skills that can contribute to daily living tasks, and analyze skill activities. Students create a positive climate for group activities by assuming a variety of roles. Students recognize their role as concerned and discriminating consumers of physical activities programs and understand the importance of physical activity

as a resource for everyone regardless of age or ability | **5 Weeks****Individual/Dual Sports:*** Wrestling
* Jump rope
* Hackey sack
* Bocce
* Bowling
* Golf
* Horseshoe
* Frisbee golf
 | * Offensive Skills
* Defensive Skills
* Skills Competitions
* Team Competitions
* Tournaments
 | Suggested Cross CurricularConnectionsMath:* Graphical analysis
* Statistical analysis
* Graph conversions
* Measurement
* Problem solving
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (4) HPF.PE.C.1.1.G Students demonstrate competence in leading and participating in group activities.(3) HPF.PE.C.2.1.D Students create a positive climate for group activities by assuming a variety of roles.(6) HPF.PE.C.3.1.B Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community. | * Students demonstrate competence in leading and participating in group activities. Students create a postive climate for group activities by assuming a variety of roles. Students recognize the beneﬁts of engaging in appropriate physical activities with others, including both older and younger members of the community.
 | **5 Weeks****Team Sports:*** Touch Football
* Brisketball
* Dodgeball
* Pinball
 | * Offensive Skills
* Defensive Skills
* Team Competitions
* Tournaments
 | Suggested Cross CurricularConnectionsMath:* Graphical analysis
* Statistical analysis
* Graph conversions
* Measurement
* Problem solving
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Competitive PE** | Cross-Curriculum Connections | Assessment Items |
| (3) HPF.PE.C.1.1.A Students demonstrate proﬁciency in selected complex physical activities (games, sports, exercises) that provide conditioning for each ﬁtness area.(2) HPF.PE.C.2.1.A Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents.(1) HPF.PE.C.3.1.C Students identify a variety of career opportunities associated with sports and ﬁtness and understand the qualiﬁcations, educational requirements, and job responsibilities of those careers. | * Students demonstrate proﬁciency in selected complex physical activities that provide conditioning for each ﬁtness area.
* Students know the potential safety hazards associated with a wide variety of games and activities and are able to prevent and respond to accidents. Students identify a variety of career opportunities associated with sports and ﬁtness and understand the qualiﬁcations and educational requirements for those careers.
 | **Adventure & Risk****Challenge Activities:*** Snow shoeing
* Project adventure
 | * Peer Partner
* Team Competitions
* Tournaments
 | Incorporating Workshop Strategies* Word walls

Journals* Writing
* Peer Interviews
* Author studies
* Research project
* Interviews
* Narrative writing
* Quizzes
* Procedural writing
* Projects
* Peer dialogue
* Group work
 | * Peer assessment
* Self-assessment
* Formal Assessment
* Informal assessment
* Verbal, written, or visual feedback and assessment
* Teacher Observations
* Checklist
* Rating scale
* Class discussion
* Participation
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