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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Intermediate 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) | **Intermediate 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., 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 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) | **Intermediate 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. | **Fine Motor Skill Units**   * Juggling * Stacking * Darts * Table Tennis | * Lower target or goal * Modify equipment, larger or smaller balls * Use well defined boundaries * Closer or farther from target | 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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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Intermediate 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 Curricular  Connections  Math:   * 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) | **Intermediate 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 Curricular  Connections  Math:   * 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) | **Intermediate 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 Curricular  Connections  Math:   * 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) | **Intermediate PE** | Cross-Curriculum Connections | Assessment Items |
| (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.1.1.F Students follow a program that relates to wellness, including weight control and stress  management. | * 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. | **Pool units**   * Aqua Fitness * Canoeing * Lifeguarding * Scuba diving | * Flotation devices * Modify and change qua sport equipment, frisbee and football * Shorten or lengthen distance * Peer partners * Modify time * Self-guided/discovery | 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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| NYS Performance Indicators | Objectives | Resources (Suggested Activities) | **Intermediate PE 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 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 |