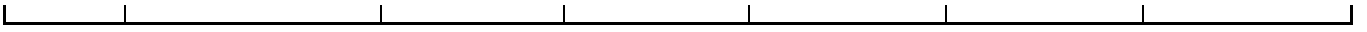


Timeline	Themes/Enduring Understandings/Essential Questions for the Unit	Common Core Standards Addressed	Assessments	Standards Based Skills and Concepts Targeted	Strategies/Practices Used to Teach Skills and Concepts	Resources/Texts Used
1st Quarter	<p>Uses Locomotor Skills: <i>Enduring Understanding-</i> Students will demonstrate competency in motor skills and movement patterns. <i>Essential Questions-</i> How do motor skills relate to the performance of physical activities and movement patterns?</p> <p>Uses Manipulative Skills: <i>Enduring Understanding-</i> Students will perform activities by using control and manipulative skills. <i>Essential Questions-</i> What is the relationship between control and manipulation of objects?</p> <p>Uses Non-Locomotor Skills: <i>Enduring Understanding-</i> Students will be able to balance using non-locomotor skills. <i>Essential Questions-</i> What is the correlation balance and non-locomotor skills ?</p>	<p>1:1:A1-A4</p> <p>1:1:B1-B4</p> <p>1:1:C1</p>	<p>Vary the height, speed, and balance requirements</p> <p>Throws a ball underhand using mature form. Throws a ball overhand. Controls an object using feet, hands, or implement to a target Performs a variety of jump rope skills</p> <p>Balances with a variety of body parts or objects in creative shapes:round, twisted, narrow, symmetrical, and asymmetrical shapes</p>	<p>Perform physical activities using motor skills and patterns.</p> <p>Use control to manipulate objects and activities.</p> <p>Demonstrate ability to use body parts or objects to balance.</p>	<p>Stand on one foot. Bounce up and down on one foot without leaving the ground. Bounce up and down on a mini-trampoline. Hop while holding onto a chair. Step hop while pushing a rolling chair.</p> <p>Vary the height, speed, and balance requirements.Vary the size and weight of the object being thrown and caught to change the speed and flight pattern.Vary the speed of the rope and the task requirement</p> <p>Use cones, walkers and bance beams to aquant students with different ceters of gravity</p>	<p>Whistle, chair, mini-trampoline</p> <p>Footballs, basketballs, tennis balls, jump ropes, bean bags, scoops</p> <p>Balance beams, walkers, cones</p>
2nd Quarter	<p>Demonstrates Cognitive Understanding: <i>Enduring Understanding-</i> Students will be able to show that physical and cognitive skills are necessary to successfully participate in a variety of physical activities/sports <i>Essential Questions-</i> Why are skills and game knowledge important to participate in physical activities/sports?</p>	2:1:A1-A8	Participates in games and activities that use academic and health skills to enhance learning; for example, math, reading, nutrition, etc.	Show how physical and cognitive skills support successful activities and sports.	Vary the methods of communication of understanding.	Different activities, games and sports
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3rd Quarter	<p>Chooses to be physically active: <i>Enduring Understanding-</i> Students will choose to participate in a variety of activities outside of school. <i>Essential Questions-</i> How can non-structured activities benefit self-growth and improvement?</p> <p>Enduring Uderstanding- <i>Students will be able to engage in muscular strength activities that help increase strength and endurance.</i> <i>Essential Questions-</i> How does strength relate to endurance?</p> <p>Manages healthy physical activity: <i>Enduring Understanding-</i> Students will recognise that health related physical fitness consists of several different component. <i>Essential Questions-</i> Why is it important to know the different components of health-related fitness?</p>	<p>3:1:A1-A3</p> <p>4:1:A1-3</p> <p>4:1:B1-B3</p>	<p>Participates in a variety of physical activities outside of school with and without objects. Participates in a variety of non-structured and minimally-organized physical activities outside of physical education</p> <p>Steadily increase the time on task</p> <p>Begins to identify muscle groups used in activities. Participates in a variety of activities and games that increase breathing and heart rate. Recognizes that health-related physical fitness consists of several different components.</p>	<p>Choosing non-structured activities to benefit physical skills and self-improvement.</p> <p>Participate in activities that will improve physical strength and endurance.</p> <p>Be able to distinguish between healthy components of physical fitness.</p>	<p>Pick two favorite activities to participate in at home and have caregivers give a smiley face or check once completed.Increase the number of activities chosen.</p> <p>Set a goal for an increased number of steps and provide an extrinsic reward each time the goal is met. Gradually decrease the extrinsic rewards.</p> <p>Use repetition to identify cardiovascular, muscular strength and endurance, and flexibility exercises.</p>	<p>School based activities, community recreation department activities</p> <p>Stopwatches, pedometers</p> <p>mats, pull up bars</p>
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4th Quarter	<p>Incorporates safe practices and adherence to rules and procedures: <i>Enduring Understanding-</i> Students will understand that rules and etiquette in physical activities/ sports can make the experience both enjoyable and successful. <i>Essential Questions-</i> What are characteristics of good sportsmanship? What role does cooperation play in physical activities/sports?</p>	5:1:A1-A7	Follows directions given to the class for an all-class activity. Uses safety procedures. Reports the results of work honestly. Enjoys participating alone while exploring movement tasks. Follows rules, procedures, and etiquette in class.	Understand the importance of rules and etiquette and that following them activities can be more enjoyable and successful	Vary the type of reward provided for independent participation and group participation	None

	<p>Demonstrates teamwork, ethics and positive social interaction: Enduring Understanding- <i>Students will understand that participation in physical activities/sports can provide an opportunity for developing an understanding and respect for differences among people.</i> Essential Questions- <i>Why is respect for individual differences so important?</i> <i>How can individual differences enhance and contribute to group productivity?</i></p> <p>Engages in physical activity: Enduring Understanding- <i>Students will comprehend that physical activity/sports can provide opportunities for personal enjoyment</i> Essential Questions- <i>How can physical activity/sports provide a wide range of lifelong benefits?</i></p>	<p>5:1:B1-B6</p> <p>6:1:A1-A5</p>	<p>Shows cooperation and fair play for others by helping, sharing, and taking turns. Participates in a variety of cooperative activities. Works in a diverse group setting without interfering with others. Accepts all playmates without regard to personal differences (e.g., ethnicity, gender, disability)</p> <p>ShShares verbal and nonverbal indicators of enjoyment. 6:1:A2 Attempts new movements and skills willingly. 6:1:A3 Participates even when not successful. 6:1:A4 Identifies several activities that are enjoyable. 6:1:A5 Expresses personal feelings on progress made while learning a new skill.ares verbal and nonverbal indicators of enjoyment. 6:1:A2 Attempts new movements and skills willingly. 6:1:A3 Participates even when not successful. 6:1:A4 Identifies several activities</p>	<p>Develop positive relationships by respecting others and using teamwork.</p> <p>Demonstrate how physical activities can enhance personal enjoyment.</p>	<p>Vary the amount and type of interaction.</p>	<p>None</p>
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1st Quarter	<p>Refines Skill Development: Enduring Understanding- <i>Students will demonstrate various motor skills using mature form.</i> Essential Questions- <i>How do motor skills develop into mature form?</i></p> <p>Refines Skill Application: Enduring Understanding- <i>Students will perform activities by using a combination of skills.</i> Essential Questions- <i>What is the relationship between performance and skill application?</i></p>	1:2:A1-A6 1:2:B1-B3	Strikes an object using hands or a long-handled implement. Demonstrates proper throwing and catching skills. Jumps vertically and lands using mature form. Shows knowledge of skills, and provides positive constructive feedback for classmates to improve their skills.	Perform physical activities using motor skills and proper form. Combine various skills to demonstrate competency of activities.	Vary the size of object being struck, location of objects, and what is being used to do the striking. Vary the size and weight of the object being thrown and caught to change the speed and flight pattern and the distance thrown to or from. Vary the size and weight of the object being thrown and caught to change the speed and flight pattern and the distance thrown to or from.	Baseballs, bats, footballs, basketballs, frisbees, beanbags Variety of balls
2nd Quarter	<p>Demonstrates Cognitive Understanding: Enduring Understanding- <i>Students will be able to enhance learning by integrating academic and health skills in physical activities.</i> Essential Questions- <i>What is the correlation between academic and physical skills and activities?</i></p> <p>Utilizes Skill Application: Enduring Understanding- <i>Students will be able to recognize accurate performance and correct errors. Students will be able to explain how proper form and practice improve performance.</i> Essential Questions- <i>How does form affect performance?</i></p>	2:2:A1-A5 2:2:B1-B4	Vary the method of feedback and reflection of performance Shows knowledge of skills, and provides positive constructive feedback for classmates to improve their skills.	Demonstrate ability to use academic skills learned to improve physical activities. Recognize how form and performance go together.	Explains how warm-up and appropriate practice improves performance in physical activity. Vary assessments and groupings of students.	None None
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3rd Quarter	<p>Chooses to be physically active: Enduring Understanding- <i>Students will recognize the benefits of participating in long term physical education classes.</i> Essential Questions- <i>Why is exercise beneficial?</i></p> <p>Sets Goals for a physically active lifestyle: Enduring Understanding- <i>Students will choose to continue to have a healthy, active lifestyle outside of physical education classes.</i> Essential Questions- <i>Why is long term exercise beneficial?</i></p> <p>Understands health benefits of being physically active: Enduring Understanding- <i>Students will understand the importance of physical fitness and being physically active.</i> Essential Questions- <i>Why is physical fitness good for you?</i></p> <p>Manages healthy physical activity: Enduring Understanding- <i>Students will recognize that health related physical fitness consists of several different component.</i> Essential Questions- <i>Why is it important to know the different components of health-related fitness?</i></p>	3:2:A1-A5 3:2:B1-B2 4:2:A1-A4 4:2:B1-B3	Student Identifies physical and psychological benefits that result from long-term participation in physical education. Monitors his or her physical activity level outside of school, by using a daily log and pedometer if available. Participates in selected activities that develop and maintain each component of physical fitness Meets the age- and gender-specific health-related fitness standards. Identifies his or her strengths and weaknesses based upon the results of an appropriate fitness test and sets goals to show improvement	Choosing to continue a long term physical fitness program. Participate in activities outside of physical education classes. Be able to distinguish between healthy components of physical fitness. Understand and the fitness standards based on age/gender.	Vary type of reinforcement for participation outside of school. Vary methods of logging activity Vary the testing requirements Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test	Community rec guides, school based after school activity programs Sportfolio, notebook None Presidential Physical Fitness Testing
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4th Quarter	<p>Demonstrates safe practices and adherence to rules and procedures: Enduring Understanding- <i>Students will identify and participate in positive relationships therefore encouraging a healthy lifestyle for self and others.</i> Essential Questions- <i>How do my actions affect others?</i></p> <p>Demonstrates a commitment to teamwork, ethics and positive social interaction:</p>	5:2:A1-A4	Accepts teacher's decisions regarding rules.	Understand the importance of rules and etiquette and that following them activities can be more enjoyable and successful	Demonstrates safe practices and adherence to rules and procedures	None

	<p>Enduring Understanding- Students will cooperate with classmates and participate in a variety of team building activities.</p> <p>Essential Questions- Why is it important to cooperate with others?</p> <p>Applies intrinsic values to physical activity: Enduring Understanding- Students will understand that physical activity provides a variety of opportunities for enjoyment and social interaction.</p> <p>Essential Questions- Why do I participate in physical activity?</p> <p>Demonstrate positive social interaction as a benefit of physical activity: Enduring Understanding- Choose to participate in group activities and help others with their challenges.</p> <p>Essential Questions- How does ones actions affect others?</p>	5:2:B1-B8	During class discussion, shows respect for peers.	Develop positive relationships by cooperation and teamwork.	Demonstrates a commitment to teamwork, ethics, and positive social interaction.	None
		6:2:A1-A5	Develops a movement sequence of interest.	Demonstrate how physical activities can enhance personal enjoyment.	Applies intrinsic values to physical activity.	None
		6:2:B1-B3	Identifies positive feelings that are associated with physical activity	Participate in helping others achieve their goals and challenges.	Demonstrates positive social interaction as a benefit of physical activity.	None

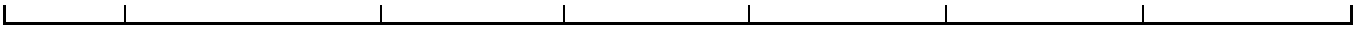
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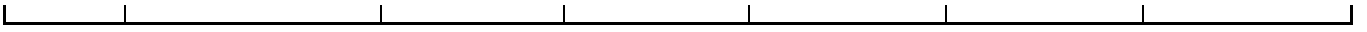
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1st Quarter	<p>Achieves skill development in modified sport, dance gymnastics, and outdoor activity: Enduring Understanding- <i>Students will understand that movement concepts, principles, strategies and tactics are used in physical activities.</i> Essential Questions- <i>What are the concept, principles, strategies and tactics used in physical activity?</i></p> <p>Applies skill application to successful use of skills and sports tactics: Enduring Understanding- <i>Students will perform activities by using a combination of skills and tactics.</i> Essential Questions- <i>What is the relationship between performance and skill application?</i></p> <p>Applies cognitive understanding and application to skill development: Enduring Understanding- <i>Students will be able to improve performance by selecting appropriate practice procedures and using error correction.</i> Essential Questions- <i>What is the correlation between academic and physical skills and activities?</i></p>	<p>1:3:A1-A7</p> <p>1:3:B1-B4</p> <p>2:3:A1-A7</p>	<p>Achieves skill development in modified sport, gymnastics, and outdoor activities.</p> <p>Applies skill application to successful use of skills and sport tactics.</p> <p>Applies cognitive understanding and application to skill development: Principles of practice, critical elements of skills, and error correction.</p>	<p>Show understanding of all components used in physical activities.</p> <p>Combine various skills and tactics to demonstrate competency of activities.</p> <p>Demonstrate ability to use academic skills learned to improve physical activities.</p>	<p>Dribbles a ball while preventing an opponent from stealing the ball in invasion sports (e.g., basketball, soccer).</p> <p>Vary equipment, net height, and distance and the level of opposition</p> <p>Vary prompting level and communication method</p>	<p>A wide variety of gym and outdoor equipment</p> <p>A wide variety of gym and outdoor equipment</p> <p>None</p>
2nd Quarter	<p>Applies cognitive understanding and application to game play as it relates to strategies and tactics: Enduring Understanding- <i>Students will explain strategies and tactics used for certain activities.</i> Essential Questions- <i>How do strategies and tactics relate to physical activities?</i></p> <p>Plans for physical activity based on personal goals and interests: Enduring Understanding- <i>Students will develop and implement a physical activity plan based on personal goals and interests.</i> Essential Questions- <i>Why is exercise beneficial?</i></p> <p>Participates in regularly moderate to vigorous physical activity in and out of school: Enduring Understanding- <i>Students will choose to continue to have a healthy, active lifestyle outside of physical education classes.</i> Essential Questions- <i>Why is long term exercise beneficial?</i></p> <p>Acquires and applies fitness knowledge: Enduring Understanding- <i>Students will understand the importance of physical fitness and demonstrate knowledge of fitness form and technique.</i> Essential Questions- <i>Why is physical fitness good for you?</i></p>	<p>2:3:B1-B4</p> <p>3:3:A1-A3</p> <p>3:3B1-B4</p> <p>4:3:A1-A9</p>	<p>Applies cognitive understanding and application to game play as it relates to strategies and tactics.</p> <p>Assess students using an evidence-based fitness test Survey students on community-based interests using a leisure interest survey. Assist students in developing goals for participation in the chosen activities.</p> <p>Maintains a physical activity log documenting progress toward personal goals.</p> <p>Individualized assessment, vary assistance in goal creation and fitness plan.</p>	<p>Identify specific strategies and tactics for each physical activity.</p> <p>Choose goals for a personal activity plan based on interests.</p> <p>Participate and maintain physical activities in and out of school.</p> <p>Be able to distinguish between healthy components of physical fitness and apply knowledge of form and technique.</p>	<p>Vary the type of reflective questioning used.</p> <p>Sets realistic activity goals of his or her choosing based on interest, community based opportunities, and fitness assessment results.</p> <p>Establish a baseline to develop appropriate goals</p> <p>Maintains a physical activity log documenting progress toward personal goals.</p>	<p>None</p> <p>Presidential Physical Fitness Materials</p> <p>Notebook</p>
4th Quarter	<p>Develops fitness as it relates to aerobic fitness/body composition, muscular fitness, and flexibility: Enduring Understanding- <i>Students will understand that physical fitness is essential to health throughout life.</i> Essential Questions- <i>How does my health benefit from being physically fit?</i></p> <p>Develops personal responsibility:</p>	<p>4:3:B1-B6</p>	<p>Individualized assessment, vary assistance in goal creation and fitness plan.</p>	<p>Understand and participate in various activities to promote healthy living.</p>	<p>Vary prompting, environment, and record keeping methods</p>	

	<p>Enduring Understanding- Students will understand that there are personal & social behavioral expectations in physical activity settings.</p> <p>Essential Questions- What are the personal & social behavioral expectations in physical settings?</p> <p>Develops social responsibility:</p> <p>Enduring Understanding- Students will demonstrate respect, cooperation, and proper etiquette when participating in group activities.</p> <p>Essential Questions- How do my actions affect others in group activities?</p>	5:3:A1-A7	Uses time wisely and follows classroom procedures when given the opportunity to work on skill or fitness development without close teacher monitoring.	Make responsible decisions before, during, and after physical fitness and activities.	Vary tangible rewards, prompting.	
		5:3:B1-B6	Demonstrates positive social interaction while in a physical activity setting	Develop a good rapport with others and exhibit proper etiquette during group activities	Vary interactions and incorporate rewards system.	
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	<p>Values the benefits of physical activity physically, mentally, emotionally, and socially:</p> <p>Enduring Understanding- Students will understand that physical activity provides a variety of opportunity for enjoyment, social interaction, challenge and/or self-expression.</p> <p>Essential Questions- What makes physical activity meaningful?</p>	6:3:A1-A11	Recognizes the value of physical activity to reduce stress and improve mood.	Recognize and demonstrate how to make physical activity meaningful.	Vary self assessments, level of assistance.	
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1st Quarter	<p>Demonstrates skill development: <i>Enduring Understanding-</i> Students will demonstrate mature form in relation to complex motor skills. <i>Essential Questions-</i> What is the relationship between form and motor skills?</p> <p>Demonstrates advanced skill application: <i>Enduring Understanding-</i> Students will demonstrate complex physical motor skills in order to succeed in a variety of physical activities. <i>Essential Questions-</i> How do motor skills relate to the success of physical activities?</p> <p>Demonstrates cognitive understanding: <i>Enduring Understanding-</i> Students will demonstrate cognitive understanding to develop personal activity plans. <i>Essential Questions-</i> Why is it important to have a personal plan?</p>	<p>1:4:A1-A9</p> <p>1:4:B1-B7</p> <p>2:4:A1-A4</p>	<p>Demonstrates balance and body control. Modifies team sports.</p> <p>Finds open space in games. Uses a variety of shots in racquet sports. Skill in passing and catching.</p> <p>Vary the level of assistance and prompting for plan development.</p>	<p>Perform complex motor skills using mature form.</p> <p>Show success in physical activities by using increasingly complex skills.</p> <p>Develop a personal plan by using skills and knowledge previously learned.</p>	<p>Vary the movement on the field and level the game is played on. Vary the level of defense, speed, and size of ball.</p> <p>Vary the distance and form used. Vary the type of ball/shuttlecock used and speed and direction of travel. Vary the level of assistance and cues used.</p> <p>Self-assess performance. Identifies muscle groups and relates them to exercises. Plans a summer or afterschool conditioning program.</p>	<p>Wide variety of gym equipment utilizing team sports.</p> <p>Wide variety of gym equipment utilizing team sports.</p> <p>Notebook, community rec guides, gyms and YMCA's</p>
2nd Quarter	<p>Applies and analyzes scientific principles of physical activity: <i>Enduring Understanding-</i> Demonstrates the scientific principles as they relate to various physical activities. <i>Essential Questions-</i> What concepts, principles, strategies and tactics apply to specific physical activity?</p>	<p>2:4:B1-B8</p>	<p>Vary the level of prompting.</p>	<p>Apply concepts, principles, strategies to physical activities based on scientific principles.</p>	<p>Applies and analyzes scientific principles of physical activity.</p>	
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3rd Quarter	<p>Chooses to be physically active: <i>Enduring Understanding-</i> Students will understand that everybody needs to be physically active. <i>Essential Questions-</i> What can I do to be physically active throughout my life?</p> <p>Sets goals for a physically active lifestyle: <i>Enduring Understanding-</i> Students will choose to continue to have a healthy, active lifestyle by establishing goals based on various factors such as individual health and current trends. <i>Essential Questions-</i> Why is long term exercise beneficial?</p> <p>Assesses and manages personal health behaviors: <i>Enduring Understanding-</i> Students will understand that physical fitness contributes to quality of life. <i>Essential Questions-</i> How can I include physical fitness into my life?</p>	<p>3:4:A1-A5</p> <p>3:3B1-B4</p> <p>4:4:A1-A11</p>	<p>Vary assessment methods and levels of support.</p> <p>Vary log record keeping prompts and method of recording physical activity.</p> <p>Vary prompting, environment, and record keeping methods.</p>	<p>Identify specific reasons for continuing to be physically active throughout life.</p> <p>Choose goals for a personal health according to many contributing factors.</p> <p>Practice healthy behaviors that maintain and improve physical fitness.</p>	<p>Sets goals for physically active lifestyle.</p> <p>Accumulates a recommended number of minutes of moderate to vigorous physical activity outside of physical education on five or more days per week.</p> <p>Applies the principles of exercise. Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test</p>	
4th Quarter	<p>Contributes to establishing a positive physical activity learning environment. <i>Enduring Understanding-</i> Students will understand there are personal and social behavioral expectations in physical activity settings. <i>Essential Questions-</i> What are the personal and social behavioral expectations in physical settings?</p>	<p>5:4:A1-A7</p>	<p>Assesses and manages personal health behaviors.</p>	<p>Demonstrates safe practices, proper etiquette, and positive social interaction when participating in group activities.</p>	<p>Applies the principles of exercise. Meets the age- and gender-specific health-related fitness standards defined by an evidence-based fitness test</p>	
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	<p>Values physical activity as part of a healthy lifestyle: <i>Enduring Understanding-</i> Students will understand that physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and/or social interaction. <i>Essential Questions-</i> What personal meaning do I find through participation in physical activity?</p> <p>Incorporates opportunities for self-expression</p>	<p>6:4:A1-A5</p>	<p>Adjusts participation level and behavior to ensure inclusivity.</p>	<p>Reflect on benefits of physical activity.</p>	<p>Increase knowledge of inclusivity and vary prompting for modifications.</p>	

and social interaction:
Enduring Understanding-
Students will demonstrate an awareness of intrinsic values and benefits of participation in physical activity.
Essential Questions-
What is the correlation between physical activity and it's benefits?

6:4:B1-B4

Works with others willingly.

Recognize and demonstrate how to make physical activity meaningful.

Establish clear expectations and vary reinforcement.

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