



In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### **By 2025,**

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Health, Physical Education and Lifetime Wellness (HPELW) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS HPELW Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS HPELW Education curriculum maps are designed to create physically literate students by engaging them both individually and collaboratively in creative practices of applying, creating, communicating, collaborating and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: present, create, respond, and connect.

## How to Use the HPELW Education Curriculum Maps

The SCS HPELW Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all HPELW disciplines, this is generally reflected in the following quarterly framework:

Course Description- This reflects the primary goals of the students to master basic skills and concepts that build upon previous knowledge which occurs as a result of physical activity.

State Standards: Students will be introduced to the following areas: movement, movement concepts, physical activity, fitness and personal/social responsibilities.

Essential Learning: This section focuses on student outcomes and expectations

Effective Components of HPELW: This section provides State and Local laws,

Assessments: The educator will provide students with content, skill topics, SPIs and suggested timelines, with the appropriate assessment strategy; pre and post skill assessment, teacher observation, product and performance, self-analysis, oral and or cognitive quizzes, fitness gram, pacer, student-lead peer modeling, peer observation and portfolio student growth measures.

Physical Education Vocabulary Terms: Educators are provided grade appropriate and content specific terminology used within a HPELW classroom

Essential Guiding Questions: Generally phrased similar to "I Can" statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Tennessee-Shelby County Content Standards per grade band.

HPELW Quarterly Pacing Guides: SPIs, suggested timelines content skill, topic and task.

Sample Games and Activities with Literacy connections

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) and HPELW activities are designed to strengthen authentic development of communication, listening, research, collaboration and content reading literacy in HPELW in supporting the District' goals for improving student literacy.

Throughout this curriculum map, you will see high-quality activities, strategies and resources to support in ensure that students are able to reach the demands of the standards in the classroom. In addition to the resources embedded in the map, there are some high-leverage (technology, online) resources available for teacher use.

## National Standards for K-12 Physical Education

The goal of physical education is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

To pursue a lifetime of healthful physical activity, a **physically literate individual\***:

- Has learned the skills necessary to participate in a variety of physical activities.
- Knows the implications and the benefits of involvement in various types of physical activities.
- Participates regularly in physical activity.
- Is physically fit.
- Values physical activity and its contributions to a healthful lifestyle.

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

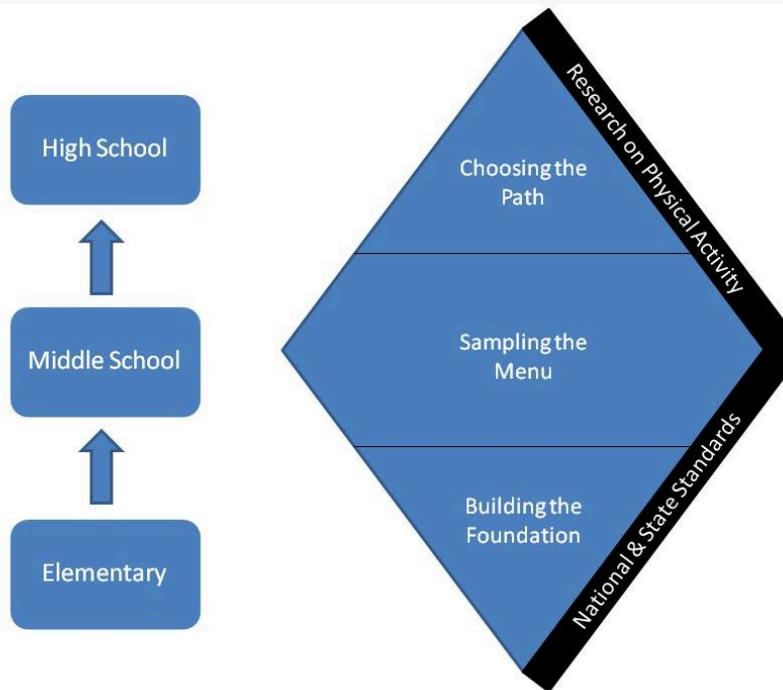
**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

\* Adapted from NASPE. (2004). *Moving into the future: National standards for physical education* (2nd ed.). Reston, VA: Author, and Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27 - 30.

## Diamond Conceptual Framework: A K-12 Road Map for Physical Education



The diamond shape helps illustrate the progression of skills and concepts taught in physical education, which are guided by national and state standards and research on physical activity and physical education.

Students should first learn the fundamental skills needed to be successful in physical activities, just as they would need to learn to read before tackling Mark Twain. Next they should experience a variety of activities with the goal of finding a few they enjoy. We wouldn't want them to go through life thinking the only way to stay healthy and fit is by running, playing basketball, and/or lifting weights. Lastly, we want them to become proficient in a few chosen activities with the hope that they will continue to participate in them throughout their lives.

### Choosing the Path

- Students focus on and become competent in a few activities that they enjoy and will continue to participate in their lives.

### Sampling the Menu

- Students learn specialized skills and concepts in a variety of activities.

### Building the Foundation

- Students begin learning the fundamental skills and concepts needed to be successful in a variety of activities.

The objective of the plan is to provide direction to ensure cohesion and full implementation of the Tennessee State Physical Education Standards across the district. Standards 1 and 2 are skill and activity specific and are divided into units within this plan. Standards 3-6 cover a variety of topics for both inside and outside physical education/activity. These standards include fitness, safety/procedures, as well as social/emotional wellness and should be implemented daily throughout the course of the year.

**Standard 1: A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

- These SPI's focus on motor skill and movement competency. The teacher should support, aid in mature skill development and encourage this with students throughout the year.

**Standard 2: A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.**

- These SPI's focus on movement concepts and principles. The teacher should aid in understanding principles and strategies support and encourage this with students throughout the year.

**Standard 3: A physically educated person participates regularly in physical activity.**

- These SPI's focus on activity outside of physical education. The teacher should support and encourage this with students throughout the year.

**Standard 4: A physically educated person achieves and maintains a health enhancing level of physical fitness.**

- Fitness SPI's should be incorporated into each lesson. This can be accomplished through a warm-up activity or in the overall activity.

**Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity.**

- These SPI's focus on thoughts, feelings and behaviors in physical education and should be implemented and reinforced throughout the year.

**Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression and/or social interaction.**

- These SPI's focus on enjoyment and personal value of physical education and should be implemented and reinforced throughout the year.
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When implementing this curriculum each physical educator should strive to:

- Be actively *engaged* in the instructional process whether in the role of lead or assisting teacher.
- Use a variety of assessment techniques when determining mastery of the SPI's/Outcomes. This can be accomplished using a combination of formal, informal, peer, and/or self--assessment, video performances, skill rubrics or cognitive assessment measures.
- Use best practices when introducing a new skill which include demonstrating the skill, identifying the critical elements/common mistakes, and then allowing for student practice in static situations. This process should be accompanied by timely and specific corrective feedback.
- Use appropriate culminating activities to allow the students to combine multiple skills in game--like situations. This should allow the students to take their skill development to a higher level by allowing them to apply the skills in dynamic situations.

- Use appropriate classroom management techniques in order to maximize “tasks” and strive to keep the students active (MVPA) for a majority of the lesson. This can be accomplished by minimizing wait--time, planning for smooth/efficient transitions, and creative use of equipment.
- Engage in reflective analysis of instruction and frequently collaborate with others.

**What Does The HPELW Curriculum Map Contain?**

1. A Description of Each Unit of Instruction:

Title of the Unit		
9 <sup>th</sup> -12 <sup>th</sup> SPI's	Suggested Activities	Resources/ Connections/Assessments
These are the 9 <sup>th</sup> -12 <sup>th</sup> and Student Performance Indicators from the TN State PE Standards.	These are the activities that are suggested to use while teaching these activities.	These are the resources, curriculum connections and assessments that are suggested to use while teaching the lessons.
National Standard	Level 1 Outcomes	Level 2 Outcomes
These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Tennessee State Physical Education Standards (2015).	These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Tennessee State Physical Education Standards (2015).	These outcomes are grade level specific and are based on the SHAPE America Grade Level Outcomes & Tennessee State Physical Education Standards (2015).

**Curriculum Connections:** Activities literacy and other related connections

**Resource List:** At the conclusion of this document is a Resource List which contains various organizations, websites, and books that can be valuable assets to a physical educator and physical education program.

**Note:**

Due to the unique challenges that face Physical Education teachers (multi-grade classes, variable access to equipment and facilities, class volume and school dynamics), this guide provides a set curriculum framework, yet is flexible enough to adjust to specific activities and exercises at the discretion of the teacher. The main goal of this guide is to provide a professional resource that will allow teachers to validate their methods and techniques while teaching to the Tennessee State Standards of which our curriculum is founded. Additionally, the guide unifies the district to a common end result while still allowing individual teachers to utilize their strengths, resources, and facilities as they see fit.

Fitness and Conditioning		
9 <sup>th</sup> -12 <sup>th</sup> SPI's	Suggested Activities	Resources/Connections/Assessments
2.1.3 define health-related physical fitness 2.1.4 define skill-related physical fitness 2.1.5 explain the benefits of physical activity participation 2.1.6 understand the importance of a proper warm-up and cool-down to avoid injury and enhance physical performance 2.2.2 understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) 2.3.5 assess strategies needed to achieve specific effects/outcomes in a variety of physical activities 2.3.6 assess the potential outcome of a personal fitness plan	<ul style="list-style-type: none"> <li>Perform self-assessment of Fitness through</li> <li>Cardiovascular endurance, Arm and shoulder strength, Abdominal strength and endurance, Flexibility</li> <li>Assess Body mass index</li> <li>Create a personal fitness</li> <li>Perform Fitness Activities</li> </ul>	Fitnessgram CD <a href="http://www.pyfp.org/doc/fg-calculator.xlsx">http://www.pyfp.org/doc/fg-calculator.xlsx</a> <a href="http://www.pyfp.org/doc/Personal%20Fitness%20Record%2011.pdf">http://www.pyfp.org/doc/Personal%20Fitness%20Record%2011.pdf</a> <a href="http://www.pyfp.org/doc/fitnessgram/fg-09-interpreting.pdf">http://www.pyfp.org/doc/fitnessgram/fg-09-interpreting.pdf</a> <a href="http://www.pyfp.org/doc/hfz-standards.pdf">http://www.pyfp.org/doc/hfz-standards.pdf</a> <a href="http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/tool_for_schools.html">http://www.cdc.gov/healthyweight/assessing/bmi/childrens_bmi/tool_for_schools.html</a> <a href="http://www.cooperinstitute.org/vault/2440/web/files/662.pdf">http://www.cooperinstitute.org/vault/2440/web/files/662.pdf</a>
Standard	Level 1 Outcomes	Level 2 Outcomes
<p><b>Standard 2.</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p> <p><b>Standard 3.</b> The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</p>	<ul style="list-style-type: none"> <li>Demonstrates competency in 1 or more specialized skills in health-related fitness activities.</li> <li>Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), dynamic) for personal fitness development (e.g., strength, endurance, range of motion).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competency in 2 or more specialized skills in health-related fitness activities.</li> <li>Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.<sup>41</sup></li> </ul>
<p><b>Unit Objectives/Essentials Understanding:</b> Student will meet this standard by demonstrating an understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities to enhance Cardiovascular endurance, Muscular strength, Muscular endurance and Flexibility.</p>		
<p><b>Guiding Questions:</b> What is FITT principal? What are the health related components of fitness? What are the skill components of fitness?</p>		

**Fitness and Conditioning**

**Discussion:** Principals of fitness & components of fitness

**Purpose of Activity:** Understand the knowledge of concepts, principles and strategies related to movement and performance.

**Connections:** **Biology:** body systems, anatomy, physiology; **Chemistry:** energy, chemical reaction; **Lifetime Wellness:** wellness, body systems, cardiorespiratory health and; **Physics:** movement, energy, force, motion, leverage, momentum

**Technology:** Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting, Wii, & Xbox

**Academic Vocabulary:** progression, overload, frequency, time, type, intensity, time, principle overload, and specificity, aerobic capacity, muscular endurance, agility,

**Unit Assessment:**

Fitness Logs; Journals; Physical Bests; Fitnessgram Assessment; Teacher Observation; Peer Assessment; Teacher Checklist/Rubric

**Notes:**

Progress Indicators	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts What students will know</i>	<i>Skill What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
2.1.3 define health-related physical fitness 2.1.4 define skill-related physical fitness 2.1.5 explain the benefits of physical activity participation 2.1.6 understand the importance of a proper warm-up and cool-down to avoid injury and enhance physical performance 2.2.2 understand health-related components of physical fitness and how they relate to overall health and well-being (i.e., cardiovascular endurance, muscular endurance, muscular strength, flexibility, body composition) 2.3.5 assess strategies needed to achieve specific effects/outcomes in a variety of physical	<ul style="list-style-type: none"> <li>• Self-Assessment of Fitness</li> <li>• Determine personal body mass index</li> <li>• Personal Fitness Plan</li> <li>• Apply principles of training and conditioning appropriate to team sports</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal cardiovascular endurance</li> <li>• Assess personal arm and shoulder strength</li> <li>• Assess personal flexibility</li> <li>• Construct a fitness profile chart daily progress</li> <li>• Evaluate and modify your program</li> <li>• Perform Fitness Activities</li> <li>• Perform</li> </ul>	<ul style="list-style-type: none"> <li>• Assess personal arm and shoulder strength</li> <li>• Assess personal abdominal strength or endurance</li> <li>• Assess personal flexibility</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and Post Fitnessgram</li> <li>• Teacher observation</li> <li>• Teacher check list</li> <li>• Peer assessment</li> <li>• Authentic/assessment</li> <li>• Rubric</li> </ul>

**Fitness and Conditioning**

<p>activities 2.3.6 assess the potential outcome of a personal fitness plan</p>		<p>stretching/flexibility exercises proper warm-up and cool-down procedures</p> <ul style="list-style-type: none"> <li>• Perform strength exercises</li> <li>• Perform endurance exercises F.I.T.T. (frequency, intensity, time, and type) principle overload, progression, and specificity</li> <li>• Calculate target heart rate</li> </ul>		
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**INVASION GAMES**

9 <sup>th</sup> -12 <sup>th</sup> SPI's	Suggested Activities	Resources/Connections/Assessments
<p>1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations 1.2.2 dribble a ball while preventing an opponent from stealing the ball 2.1.1 demonstrate proper warm-up and cool-down techniques 3.1.3 participate in a physical education class 4.1.1 participate in moderate to vigorous physical activity in the physical education 5.2.1 engage in physical activity to achieve social interaction 5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings 5.2.3 displays acceptance of decisions regarding a</p>	<ul style="list-style-type: none"> <li>• Basketball</li> <li>• Soccer</li> <li>• Speedball</li> <li>• Team handball</li> <li>• Ultimate Frisbee</li> <li>• Flag/touch football</li> <li>• Field/floor hockey</li> </ul>	<ul style="list-style-type: none"> <li>• Basketball goals, nets, basketballs</li> <li>• Soccer goals, nets, soccer balls, shin guards</li> <li>• Handballs</li> <li>• Frisbees</li> <li>• Footballs</li> <li>• One set of pennies per team</li> <li>• Sticks, pucks, protective equipment, goal, net Goals, nets, soccer balls, shin guards</li> </ul> <p><a href="http://thenewpe.com/invasion/Lectures/Topic%2001-Basics%20of%20TG/Tactical%20games%20kin303b.ppt">http://thenewpe.com/invasion/Lectures/Topic%2001-Basics%20of%20TG/Tactical%20games%20kin303b.ppt</a>  <a href="http://local.boyne.k12.mi.us/BCHS/StaffDirectory/Hills/homepage_images/portfolio/Unit%20Plan%20%96%20Team%20Handball.doc">http://local.boyne.k12.mi.us/BCHS/StaffDirectory/Hills/homepage_images/portfolio/Unit%20Plan%20%96%20Team%20Handball.doc</a>  <a href="http://www.personal.kent.edu/~akuban/website/standard5.2.ht">http://www.personal.kent.edu/~akuban/website/standard5.2.ht</a></p>

INVASION GAMES

personal rule infraction without displaying negative reactions toward others  
5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways  
6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking

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http://www.ushandball.org/usha/TeachHBSecondary.pdf](http://www.ushandball.org/usha/TeachHBSecondary.pdf)  
<http://www.playsport.net/skill/territory>  
[http://www.playsport.net/activity?age\\_range=any&tqfu\\_category=751&glossary\\_category=any](http://www.playsport.net/activity?age_range=any&tqfu_category=751&glossary_category=any)  
<http://files.eric.ed.gov/fulltext/EJ795561.pdf>  
<http://www.playsport.net/about-playsport/teaching-games-understanding-tgfu>  
<http://www.unm.edu/~napperow/510Chap10.ppt>  
Griffin, L.L., Butler, J.I. (2005) *Teaching Games for Understanding: Theory, Research, and Practice* Human Kinetics. Retrieved October 26, 2015, from <http://books.google.ca/books?id=3OmCjmk-MEoC&printsec=frontcover>  
Pearson, P., Webb, P. (2008) *An Integrated Approach to Teaching Games for Understanding (TGFU)*. Retrieved October 28, 2015, from <http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1053&context=edupapers>

Standard	Level 1 Outcomes:	Level 2 Outcomes:
<p><b>Standard 1.</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2.</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> <li>• Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Identifies and discusses the historical and cultural roles of games, sports and dance in a society.</li> </ul>

INVASION GAMES

**Unit Objectives/Essentials Understanding:**

- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of invasion games.
- Understand and apply offensive, defensive, and transition strategies in various activities.

**Guiding Questions:**

- What is an invasion game?
- Why is it an invasion game?
- What are some examples of invasion games?
- As a defense, how does one decide where to force the offense to move with the ball in an invasion game?
- What are the critical components of game strategy?
- What do you do to contribute to the offensive and defensive side during game play?
- How does one demonstrate a game strategy?
- How does inappropriate and unsafe behavior affect a game?
- How do you show integrity during game play?

**Discussion:**

Safety; Invasion Games; Strategy;

**Purpose of Activity:**

- Knowledge of game strategy often increases personal enjoyment of physical activity.
- Demonstrate basic offensive and defensive skills and strategies in games and sports.
- Identify offensive and defensive skills and strategies in games and sports.

**Connections:**

Science: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics

Social Studies: laws, rules, cooperation, conflict, culture, diversity, economics

Health: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork

Foreign Language: culture, history, sports

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

INVASION GAMES

**Academic Vocabulary:**

Offense, Defense, Strategy, passing, catching, dribbling, shooting, rebounding, punting, heading, trapping, strategy

**Unit Assessment:**

<http://files.eric.ed.gov/fulltext/EJ795561.pdf>

[http://taphe.nstu.ca/images/Documents/TGFU\\_assessment\\_rubrics.pdf](http://taphe.nstu.ca/images/Documents/TGFU_assessment_rubrics.pdf)

**Notes:**

Include aerobic activities in all of your activities.

Progress Indicators	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
<p>2.2.3 practice offensive, defensive and transition strategies</p> <p>2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport</p> <p>3.1.3 participate in a physical education class</p> <p>3.1.4 play soccer in physical education class</p> <p>4.1.1 participate in moderate to vigorous physical activity in the physical education setting</p> <p>5.2.1 engage in physical activity to achieve social interaction</p> <p>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</p> <p>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</p> <p>6.1.3 understand the importance of a positive attitude while participating in physical activity</p> <p>6.3.5 reflect and discuss various strategies used in</p>	<ul style="list-style-type: none"> <li>• Player positions and responsibilities</li> <li>• Offensive and defensive strategies define and maintain a game's integrity.</li> <li>• Safety in physical activity helps develop personal and social responsibility with enjoyment of an activity.</li> <li>• Use offensive and defensive strategies while playing in game situation.</li> <li>• Identify and analyze the characteristics of highly skilled performance.</li> <li>• Develop and apply more advanced movement and game strategies.</li> </ul>	<p><b>Basketball</b></p> <p>Perform basic basketball skills in traditional game situations:</p> <ul style="list-style-type: none"> <li>• ball handling</li> <li>• passing</li> <li>• catching</li> <li>• lay-up</li> <li>• rebounding</li> <li>• shooting</li> <li>• pivot</li> </ul> <p>Perform skills in modified games and variations.</p> <p><b>Soccer</b></p> <p>Perform basic soccer skills in traditional game situation</p> <ul style="list-style-type: none"> <li>• shooting</li> <li>• passing</li> </ul>	<ul style="list-style-type: none"> <li>• Diagram, explain and justify offensive and defensive strategies in invasion scoring games.</li> <li>• Demonstrate basic offensive and defensive skills and strategies in games and sports.</li> <li>• Identify offensive and defensive skills and strategies in games and sports.</li> <li>• Participate in proper warm-ups.</li> <li>• Participate in traditional and modified games of basketball.</li> <li>• Participate in traditional and modified games of soccer.</li> <li>• Participate in traditional and modified games of</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="http://files.eric.ed.gov/fulltext/EJ795561.pdf">http://files.eric.ed.gov/fulltext/EJ795561.pdf</a></li> <li>• <a href="http://www.rcampus.com/rubricshowc.cfm?code=N95WWW&amp;sp=yes&amp;">http://www.rcampus.com/rubricshowc.cfm?code=N95WWW&amp;sp=yes&amp;</a></li> <li>• <a href="http://taphe.nstu.ca/images/Documents/TGFU_assessment_rubrics.pdf">http://taphe.nstu.ca/images/Documents/TGFU_assessment_rubrics.pdf</a></li> </ul>

INVASION GAMES

<p>problem solving, decision making, and risk-taking</p>		<ul style="list-style-type: none"> <li>• kicking</li> <li>• ball control/trapping</li> <li>• throw-in</li> <li>• punting</li> <li>• heading</li> <li>• game strategies</li> </ul> <p>Perform skills in modified games and variations</p> <p><b>Speedball</b> Perform basic speedball skills in traditional game situation</p> <ul style="list-style-type: none"> <li>• Shooting</li> <li>• passing kicking</li> <li>• conversion - pickup</li> <li>• catching</li> <li>• ball control</li> <li>• trapping player positions and responsibilities</li> <li>• game strategies</li> <li>• Perform skills in modified games and variations</li> </ul> <p><b>Team Handball</b> Perform basic team handball skills in traditional game situation</p> <ul style="list-style-type: none"> <li>• dribbling</li> <li>• catching</li> <li>• passing</li> </ul>	<p>speedball.</p> <ul style="list-style-type: none"> <li>• Participate in traditional and modified games of team handball.</li> <li>• Participate in traditional and modified games of ultimate frisbee.</li> <li>• Participate in traditional and modified games of flag/touch football.</li> <li>• Report a sporting event using proper terminology.</li> <li>• Participate in traditional and modified games of field/floor hockey.</li> <li>• Peer assessment to analyze opponent's weaknesses for offensive and defensive strategies</li> </ul>	
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**INVASION GAMES**

		<ul style="list-style-type: none"> <li>• shooting goal keeping</li> <li>• play positions and responsibilities</li> </ul> <p>Perform skills in modified games and variations</p> <p><b>Ultimate Frisbee</b></p> <p>Perform basic frisbee skills in traditional game situation</p> <ul style="list-style-type: none"> <li>• throwing</li> <li>• catching</li> <li>• pivoting</li> <li>• timing offensive and defensive strategies</li> </ul> <p>Perform skills in modified games and variations</p> <p><b>Flag/Touch Football</b></p> <p>Perform basic flag football skills in traditional game situation</p> <ul style="list-style-type: none"> <li>• passing/handoff</li> <li>• receiving/catching</li> <li>• punting stance</li> <li>• player position and responsibilities</li> </ul> <p>Perform skills in modified games and variations</p> <p><b>Field/Floor Hockey</b></p> <p>Perform basic floor hockey skills in traditional game situation</p>		
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INVASION GAMES

		<ul style="list-style-type: none"> <li>• passing</li> <li>• shooting</li> <li>• trapping</li> <li>• player position responsibilities</li> <li>• goal keeping responsibilities</li> </ul> <p>Perform skills in modified games and variation.</p>		
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NET WALL GAMES

9 <sup>th</sup> -12 <sup>th</sup> SPI's	Suggested Activities	Resources/Connections/Assessments
<p>1.2.1 utilize basic locomotor, non-locomotor and manipulative skills in game situations.</p> <p>2.2.4 understand how ready position relates to balance and weight transfer in various activities.</p> <p>2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike.</p> <p>2.2.4 understand how ready position relates to balance and weight transfer in various activities</p> <p>2.2.5 utilize a peer checklist to evaluate the volleyball serve, pass and spike</p> <p>2.3.5 observe and describe the characteristics that enable success in the serve, pass and spike of a volleyball team</p> <p>3.1.3 participate in a physical education class</p> <p>4.1.1 participate in moderate to vigorous physical activity in the physical education setting</p> <p>5.2.1 engage in physical activity to achieve social</p>	<ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Handball</li> </ul>	<p>Equipment for warm-up</p> <p>Standards, nets, volleyballs – regular trainers</p> <p>Rackets, tennis balls</p> <p>Handballs</p> <p><a href="http://www.playsport.net/skill/netwall">http://www.playsport.net/skill/netwall</a></p> <p><a href="http://web.uvic.ca/~thopper/WEB/452/Workshops/Net%20wall%20GPAI.pdf">http://web.uvic.ca/~thopper/WEB/452/Workshops/Net%20wall%20GPAI.pdf</a></p> <p><a href="http://homepages.gac.edu/~mwenstro/volleyballunit.pdf">http://homepages.gac.edu/~mwenstro/volleyballunit.pdf</a></p> <p><a href="http://www.sparkpe.org/physical-education/high-school/curriculum/high-school-physical-education-lesson-plans/">http://www.sparkpe.org/physical-education/high-school/curriculum/high-school-physical-education-lesson-plans/</a></p> <p><a href="http://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracpresslideshare?related=1">http://www.slideshare.net/stharvey/suffolk-zone-harvey-netwallpracpresslideshare?related=1</a></p> <p><a href="http://www.usahandball.org/usha/TeachHBSecondary.pdf">http://www.usahandball.org/usha/TeachHBSecondary.pdf</a></p>

NET WALL GAMES

<p>interaction</p> <p>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</p> <p>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</p> <p>6.2.2 model ways to use the body and movement to communicate ideas and feelings</p> <p>6.3.5 reflect and discuss various strategies used in problem solving, decision making, and risk-taking</p>		
Standard	Level 1 Outcomes	Level 2 Outcomes
<p><b>Standard 1.</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2.</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> <li>• Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Identifies and discusses the historical and cultural roles of games, sports and dance in a society.</li> </ul>
<p><b>Unit Objectives/Essentials Understanding:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.</li> <li>• Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.</li> <li>• Show increasing competence in more advanced specialized skills.</li> <li>• Demonstrate competence in modified versions of a variety of movement forms.</li> <li>• Combine skills competently to participate in modified versions of net and wall games.</li> </ul>		
<p><b>Guiding Questions:</b></p> <ul style="list-style-type: none"> <li>• What movement patterns can be combined to create a more fluid and productive skill sequence?</li> <li>• How does your offensive strategy change based on the opponent's defense?</li> </ul>		

NET WALL GAMES

- What steps can you take to properly execute a striking motion?

**Discussion:**

Orientation to sport; rules of the sport; history of the sport; strategies of individual and dual sports; Identify the critical elements of individual net and wall sports; discuss safety measures; space, time, and force; fitness and conditioning; lifetime sports

**Purpose of Activity:**

- Net/wall games get the object into the area of play more often than an opponent. Develop learners' understanding of how to play net/wall games including: consistency and positioning, placement of the object and positioning in relation to opponent's target area, and finally spin and power to control the trajectory of the object and make it difficult for an opponent to get the object back into play.

**Connections:**

Science: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics

Social Studies: laws, rules, cooperation, conflict, culture, diversity, economics

Health: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

Striking, follow through, body management, body mechanics, tactics, transition strategies, balance, movement control, extracurricular sports, self-efficacy; combine, explain, describe, develop; speed; force; time

**Unit Assessment:**

[http://www.humankinetics.com/acucustom/sitename/dam/097/06\\_03\\_GPAI\\_NetWall.pdf](http://www.humankinetics.com/acucustom/sitename/dam/097/06_03_GPAI_NetWall.pdf)

Rubric, teacher observations, peer assessment

**Notes:**

Include fitness into this unit through various activities.

Progress Indicators	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
	<ul style="list-style-type: none"> <li>• Offensive and defensive strategies</li> <li>• Identifying and analyzing</li> </ul>	Participate in traditional and modified games of <b>volleyball</b> . <ul style="list-style-type: none"> <li>• Serve</li> </ul>	<ul style="list-style-type: none"> <li>• Record and analyze student performing skill</li> <li>• Outline each step through</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Peer observation</li> <li>• Student self-assessment</li> </ul>

NET WALL GAMES

	<p>critical elements</p> <ul style="list-style-type: none"> <li>Advanced movement and game strategies</li> </ul>	<ul style="list-style-type: none"> <li>Ball control</li> <li>Overhead pass</li> <li>Tip</li> <li>Dig</li> <li>Bump</li> <li>Block</li> <li>Spike</li> <li>Player Responsibilities</li> </ul> <p>Participate in traditional and modified games of <b>badminton</b>.</p> <ul style="list-style-type: none"> <li>Strokes</li> <li>Serves</li> <li>Rally</li> <li>Footwork</li> </ul> <p>Participate in traditional and modified games of <b>pickleball/paddleball</b>.</p> <ul style="list-style-type: none"> <li>rally grip</li> <li>ready position</li> <li>footwork</li> <li>forehand drive</li> <li>lob</li> <li>backhand drive</li> <li>volley</li> <li>serve placement</li> <li>shot placement</li> <li>smash</li> </ul> <p>Participate in traditional and modified games of <b>table tennis</b>.</p> <ul style="list-style-type: none"> <li>grip</li> <li>rally</li> </ul>	<p>video analysis</p> <ul style="list-style-type: none"> <li>Exhibit increasing competency in modified versions of a variety of movement skills.</li> <li>As a class, identify skills and critical elements for net and wall games.</li> <li>Cooperate with peers and work together to accomplish goals.</li> <li>Student coaches - will run practices, drills, game plans</li> <li>Participate in game/modified game play.</li> </ul>	<ul style="list-style-type: none"> <li>Scoring rubric</li> </ul>
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**NET WALL GAMES**

		<ul style="list-style-type: none"> <li>• serve</li> <li>• forehand</li> <li>• backhand</li> <li>• smash</li> </ul> <p>Participate in traditional and modified games of <b>tennis</b>.</p> <ul style="list-style-type: none"> <li>• Grip</li> <li>• Stroke</li> <li>• Serve</li> </ul> <p>Participate in traditional and modified games of <b>handball</b>.</p> <ul style="list-style-type: none"> <li>• rally</li> <li>• lob</li> <li>• punch ball</li> <li>• kill shot</li> <li>• passing shot</li> <li>• receiving</li> <li>• volley</li> <li>• serve</li> </ul> <p>Invent a new sport.</p>		
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**FIELDING GAMES**

9 <sup>th</sup> -12 <sup>th</sup> SPI's	Suggested Activities	Resources/Connections/Assessments
1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities	Softball	<a href="http://www.playsport.net/skill/strikingfielding">http://www.playsport.net/skill/strikingfielding</a>  Equipment for warm-up

FIELDING GAMES

<p>2.2.3 practice offensive, defensive and transition strategies</p> <p>2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport</p> <p>3.1.3 participate in a physical education class</p> <p>3.3.1 develop a personal plan for daily physical activity</p> <p>4.1.1 participate in moderate to vigorous physical activity in the physical education setting</p> <p>4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)</p> <p>4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities</p> <p>5.2.1 engage in physical activity to achieve social interaction</p> <p>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</p> <p>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</p> <p>6.2.1 appreciate the benefits of participating in individual and/or group physical activity</p> <p>6.2.2 model ways to use the body and movement to communicate ideas and feelings</p> <p>6.2.3 exhibit personal values gained from participation in physical activity</p> <p>6.2.4 select physical activities that meet individual</p>	<p>Perform basic skills in traditional game situation in softball.</p> <p>Perform skills in modified games and variations in softball.</p>	<p>Bases, appropriate ball, bats</p>
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**FIELDING GAMES**

fitness needs throughout life 6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking

Standard	Level 1 Outcomes	Level 2 Outcomes
<p><b>Standard 1.</b> The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</p> <p><b>Standard 2.</b> The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</p>	<ul style="list-style-type: none"> <li>• Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>• Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.</li> <li>• Identifies and discusses the historical and cultural roles of games, sports and dance in a society.</li> </ul>

**Unit Objectives/Essentials Understanding:**

- Demonstrate mature form for all basic manipulative, locomotor, and non-locomotor skills.
- Utilize knowledge, skills, and strategies to participate in a variety of sports and game activities.
- Show increasing competence in more advanced specialized skills.
- Demonstrate competence in modified versions of a variety of movement forms.
- Combine skills competently to participate in modified versions of fielding games.

**Guiding Questions:**

- What are the different types of fielding games?
- What movement patterns can be combined to create a more fluid and productive skill set?
- How does improving your transition strategies affect offense and defense?
- Why is it that being more aware of your body and its relationship in space will help you move about the activity area more effectively?
- What are the key skill-related components of fitness that are necessary to enhance performance?
- What precautions can be taken to minimize the risk of injury?

**Discussion:**

Identify basic rules for fielding games; Orientation to games; strategies of fielding games; Identify the critical elements of fielding games; discuss safety measures;

**Purpose of Activity:**

- activities in which players score points by striking an object and running to designated playing areas or prevent opponents from scoring by retrieving the object and returning it to stop the

**FIELDING GAMES**

play. By playing these games, participants will learn the key skills and tactics for games,

**Connections:**

Science: gravity, motion, movement, energy, action, reaction, laws of motion, flight, resistance, aerodynamics

Social Studies: laws, rules, cooperation, conflict, culture, diversity, economics

Health: flexibility, strength, endurance, health, body systems, mental/emotional health, cooperation, conflict, decision-making, problem-solving, conflict resolution, respect, teamwork

**Technology:**

Internet, SMART Boards, stereo sound system, multimedia resources, video streaming, podcasting

**Academic Vocabulary:**

safety, behaviors, diversity, tolerance, bullying, peer pressure, fitness, hydration, endurance, flexibility, muscular endurance, muscular strength, benefits, exercise, overload, progression, specificity, aerobic, anaerobic, calories, expenditure, nutrition, intensity, agility, monitor, reaction time, cardiorespiratory, body composition, power, speed, balance, movement, reaction time, sequence, warm-up, cool-down.

**Unit Assessment:**

[https://www.humankinetics.com/AcuCustom/Sitename/DAM/097/06\\_04\\_GPAI\\_StrikeField.pdf](https://www.humankinetics.com/AcuCustom/Sitename/DAM/097/06_04_GPAI_StrikeField.pdf)

**Notes:**

Include fitness into this unit through various activities.

Progress Indicators	Core Content Objectives		Instructional Actions	
<i>Student Progress Indicators</i>	<i>Concepts</i> <i>What students will know</i>	<i>Skill</i> <i>What students will do</i>	<i>Activities/Strategies</i>	<i>Assessments/Checks</i>
1.3.1 proficiently utilize locomotor, non-locomotor and manipulative skills to participate in individual and group activities 2.2.3 practice offensive, defensive and transition strategies 2.3.1 apply proper warm-up and cool-down techniques specific to the activity, game, or sport 3.1.3 participate in a physical education class 3.3.1 develop a personal plan for daily physical activity 4.1.1 participate in moderate to vigorous physical	<ul style="list-style-type: none"> <li>Use offensive and defensive strategies while playing in game situation.</li> <li>Identify and analyze the characteristics of highly skilled performance.</li> <li>Develop and apply more advanced movement and game strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in proper warm-ups.</li> <li>Participate in traditional and modified games of kickball.</li> <li>Participate in traditional and modified games of ragball/softball/whiffleball</li> <li>Participate in traditional and modified games of cricket.</li> <li>Demonstrate competency in more advanced specialized</li> </ul>	<ul style="list-style-type: none"> <li>Cross-curricular approach (ex. Using geometry to teach strategies - angles, shapes.</li> <li>Peer assessment to analyze opponent's weaknesses for offensive and defensive strategies.</li> </ul>	<ul style="list-style-type: none"> <li>Skill/technique task s cards</li> <li>Teacher observation</li> <li>Peer observation/assessment</li> <li>Student self-assessment</li> <li>Scoring rubric</li> </ul>

FIELDING GAMES

<p>activity in the physical education setting</p> <p>4.3.1 explore a variety of new physical activities for personal interest in and out of the physical education setting (e.g. engages in out of school activities which enhance the quality of life as measured by health related and skill related fitness)</p> <p>4.3.4 model the correct techniques for proper warm-up, conditioning and cool-down activities</p> <p>5.2.1 engage in physical activity to achieve social interaction</p> <p>5.2.2 work cooperatively with a group to achieve group goals in competitive as well as cooperative settings</p> <p>5.2.3 displays acceptance of decisions regarding a personal rule infraction without displaying negative reactions toward others</p> <p>5.2.4 resolves conflicts and accepts decisions of judgment in socially acceptable ways</p> <p>6.2.1 appreciate the benefits of participating in individual and/or group physical activity</p> <p>6.2.2 model ways to use the body and movement to communicate ideas and feelings</p> <p>6.2.3 exhibit personal values gained from participation in physical activity</p> <p>6.2.4 select physical activities that meet individual fitness needs throughout life</p> <p>6.2.5 recognize that working cooperatively within a group will provide opportunities for problem solving, decision making, and risk-taking</p>		<p>skills.</p> <ul style="list-style-type: none"> <li>• Employ offensive and defensive strategies.</li> <li>• Participate in proper warm-ups.</li> <li>• Participate in traditional and modified games of bowling.</li> <li>• Participate in traditional and modified games of croquet.</li> <li>• Participate in traditional and modified games of frisbee golf.</li> <li>• Participate in traditional and modified games of horseshoes.</li> <li>• Participate in traditional and modified games of shuffleboard.</li> <li>• Participate in traditional and modified games of tetherball.</li> <li>• Combine skills.</li> <li>• Employ offensive and defensive strategies.</li> </ul>		
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Dance: alignment, axial movement, elevation, body propulsion, initiation, rhythmic acuity

Science: movement, space, speed, gravity, friction, energy, force, muscles, skeletal system

Math: speed, time, patterns, sequence, grouping, levels, counting, estimation, scoring in games and activities.

Music: beats, rhythms, syncopation, timing

Character Education: cooperation, self-esteem, values, personal accountability, personal responsibility, respect, conflict resolution

**Related Kids Health Links: Articles for Kids:**

- **How to Be a Good Sport** *KidsHealth.org/kid/feeling/emotion/good\_sport.html*
- **Taking the Pressure Off Sports Competition** *KidsHealth.org/kid/stay\_healthy/fit/pressure.html*
- **Cheating** *KidsHealth.org/kid/feeling/school/cheating.html*
- **Taking Charge of Anger** *KidsHealth.org/kid/feeling/emotion/anger.html*
- **Train Your Temper** *KidsHealth.org/kid/feeling/emotion/temper.html*
- **Talking About Your Feelings** *KidsHealth.org/kid/feeling/thought/talk\_feelings.html*
- **Be a Fit Kid** *KidsHealth.org/kid/stay\_healthy/fit/fit\_kid.html*
- **It's Time to Play** *KidsHealth.org/kid/stay\_healthy/fit/what\_time.html*
- **Why Exercise Is Cool** *KidsHealth.org/kid/exercise/fit/work\_it\_out.html*
- **What If I Don't Like Sports?** *KidsHealth.org/kid/stay\_healthy/fit/no\_sports.html*
- **Playgrounds** *KidsHealth.org/kid/stay\_healthy/fit/playground.html*

**RESOURCE LIST**

Professional Organizations:

www.shapeamerica.org/ (Society of Health and Physical Educators)

www.tahperd.us (TN Association for Health, Physical Education, Recreation, & Dance)

National PE Standards & Performance Outcomes:

Resources Available Throughout the District:

Online :

<http://www.scsk12.org>

<http://www.hpelw.weebly.com>

<http://www.tennesseestandards.com>

[www.tennesseeassessments.com](http://www.tennesseeassessments.com)

[www.pecentral.org](http://www.pecentral.org)

RESOURCE LIST

[www.shapeamerica.org/standards/pe/index.cfm](http://www.shapeamerica.org/standards/pe/index.cfm)

TN State PE Standards:

<http://www.tn.gov/education/schoolhealth/physed/doc/k-2PEandWellnessStandards2009.pdf>  
<http://www.tn.gov/education/schoolhealth/physed/doc/3-5PEandWellnessStandards2009.pdf>

Helpful Websites:

- [peuniverse.com](http://peuniverse.com)
- [pecentral.com](http://pecentral.com)
- [afterschoolpa.com](http://afterschoolpa.com)
- [shapeupamerica.org](http://shapeupamerica.org)
- [ncpe4me.com](http://ncpe4me.com)
- [braingym.org](http://braingym.org)
- [sparkpe.org](http://sparkpe.org)
- [sikids.com](http://sikids.com)
- [thepresidentschallenge.org](http://thepresidentschallenge.org)
- [physedgames.com](http://physedgames.com)
- [brainpop.com](http://brainpop.com)
- [bcbst.com](http://bcbst.com)
- [http://www.nova.edu/projectrise/pacer\\_manual\\_42309\\_jk.pdf](http://www.nova.edu/projectrise/pacer_manual_42309_jk.pdf) (PACER Information)
- [gonoodle.com](http://gonoodle.com)
- American Heart Association (Jump Rope & Hoops for Heart)  
[http://www.heart.org/HEARTORG/Educator/Educator\\_UCM\\_001113\\_SubHomePage.jsp](http://www.heart.org/HEARTORG/Educator/Educator_UCM_001113_SubHomePage.jsp)
- [www.signupgenius.com/sports/team-building-sports.cfm](http://www.signupgenius.com/sports/team-building-sports.cfm)
- [www.onlineexpert.com/elearning/.../team-buildinggamesactivitiesideas.pdf](http://www.onlineexpert.com/elearning/.../team-buildinggamesactivitiesideas.pdf)
- <http://www.sharemylesson.com/high-school-physical-education-teaching-resources/>
- <http://www.connectionsacademy.com/blog/posts/2013-06-07/15-Outdoor-P-E-Activities-for-Grades-K-12.aspx>
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Professional Development:

SCS Physical Education In-Services (check PLAN for current listing)  
 TAHPERD Annual Physical Education Conference (Fall of each year)

- [www.sparkpe.org](http://www.sparkpe.org)
- [www.scholastic.com](http://www.scholastic.com) (build your own webpage to be placed on school's homepage as a link.)
- [www.bowlersed.com](http://www.bowlersed.com)
- [www.mypyramid.gov](http://www.mypyramid.gov)
- [www.cdc.gov](http://www.cdc.gov)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.classroomteacher/integratedlessonideas.com](http://www.classroomteacher/integratedlessonideas.com)
- [www.linelinks.com](http://www.linelinks.com)
- [www.sportsmedia:PElinks.com](http://www.sportsmedia:PElinks.com)
- [www.lessonplanz.com](http://www.lessonplanz.com)
- [www.teacher.netlessonplans.com](http://www.teacher.netlessonplans.com)
- [www.rainydaylessonplans.com](http://www.rainydaylessonplans.com)
- [www.discoveryeducation.com](http://www.discoveryeducation.com)
- [www.teachablemoments.com](http://www.teachablemoments.com)

DVD's or Videos:

- Yoga for Kids
- Discover Me
- 20 Critical Thinking and Problem Solving Activities
- Jumping with Jump Bands
- In-School Bowling Instructional Video
- Ready, Set, Jump (AHA)
- Born to Move
- Kids Get Fit
- You've Got to Move
- Christy Lane's Latin Dancing
- Geomotion
- Sportstacking
- Totally Healthy You

RESOURCE LIST

Music:

- Square Dance CD Mav 1050
- International Folk Dance Mixer
- Folk Dance for Beginner's
- Alligator Purse
- J.U.M.P.
- All Time Favorite Dances
- Chinese Ribbon Dance
- Streamer and Ribbon Activities
- Red Hot Peppers
- Dances Around the World
- We All Live Together
- Folk Dance Fun
- Perceptual Motor Rhythm Games
- Everybody Dance
- Station to Station
- Lively Lummi Stick Music

Books

- Character Education, Don R. Glover, MA, Leigh Ann Anderson, MA, Human Kinetics Publishers, Inc., 2003. (CE)
- Station Games, Maggie C. Burk, Human Kinetics Publishers Inc., 2002. (SG)
- Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)
- Great Games for Young People, Marilee A. Gustafson, sue K. Wolfe, Cheryl L. King, Human Kinetics Publishers, Inc., 1991. (GGYP)
- Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (ETB)
- Multicultural Games, Lorraine Barbarash, Human Kinetics Publishers, Inc., 1997. (MG)
- Essentials of Team Building – Principles and Practices, Daniel W. Midura, Donald R. Glover, Human Kinetics Publishers Inc., 2005. (ETB)
- P.E. Teacher's Skill by Skill Activities Program – SUCCESS ORIENTED Sports Experiences for Grades, L.F. "Bud" Turner, Susan Lilliman Turner, Parker Publishing Co. Inc., 1989. (Skill by Skill)
- Active Bodies, Active Brains – Building Thinking Skills Through Physical Activities, Mary Ellen Clancy, Human Kinetics Publishers Inc., 2006. (AB)
- Physical Education Assessment Toolkit, Liz Giles-Brown, Human Kinetics Publishers Inc., 2006. (PEAT)
- PE Stations Survival Guide – For Planning Best Activity Stations Ever, Connie M. Crawford, Great American Publishing Co., 2007. (FDSG)
- National Association for Sport and Physical Education. (2004). Moving Into the Future: National Standards for Physical Education (2<sup>nd</sup> edition), Reston, VA: Author. (M into F)
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