

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1a Demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area.	
Grade 5	Grade 6
<p>EQ: How do you play soccer? Skills: Dribble, pass, sole trap, chest trap, throw – in Games: Dribble pirates, dribble relay, pickle in the middle, shuttle throw in, four ball</p> <p>EQ: How do you play floor hockey? Skills: Stick handling, forehand & backhand passing, wrist shot, face- off Games: hockey pirates, battle puck hockey, truck n’ trailer, pig in the middle, face off game</p> <p>EQ: How do I play basketball? Skills: ball handling, dribbling with both hands, chest pass, bounce pass, rebounding, set shot, lay up Games: dribble tag, circle dribble relay, steal the tails, figure 8 scramble, knock out, partner double pass</p> <p>EQ: How can you strike a ball? Skills: Handshake grip, bounce serve, forehand stroke Games: keep it up, mini tennis, two square, four square</p> <p>EQ: How do I play volleyball? Skills: Bump pass, set pass, underhand serve Games: partner bump & set, hula - hoop serve</p> <p>EQ: How do I play football? Skills: Grip, throwing stance, forward pass, catch, short snap Games: steal the football, no ball football, kneel toss, hoop football</p> <p>EQ: How can I throw and catch an object? Skills: Different levels, speeds, objects, target accuracy Games: frof, bucket ball, three scarves two tosses, hoop toss</p> <p>EQ: How do I move with rhythm? Skills: Twirl rope at consistent speed, enter and exit timely Advanced tricks: boxer, heel to heel, criss - cross, elevator</p>	<p>EQ: How do you play soccer? Skills: Dribble, pass, sole trap, chest trap, thigh trap, throw – in, corner kick Games: follow the leader, steal the gold, dribble relay, mock corner kick</p> <p>EQ: How do you play floor hockey? Skills: Stick handling, forehand & backhand passing, wrist shot, face- off, slap shot, backhand shot Games: steal the gold, battle puck hockey, three and out, three ring, face off game</p> <p>EQ: How do I play basketball? Skills: ball handling, dribbling with both hands, chest pass, bounce pass, rebounding, set shot, lay up, jump shot Games: circle dribble relay, horse, three and out, knock out</p> <p>EQ: How can you strike a ball? Skills: Handshake grip, bounce serve, forehand stroke, backhand stroke Games: mini tennis, circle balloon bat, two square, four square</p> <p>EQ: How do I play volleyball? Skills: Bump pass, set pass, underhand serve Games: partner bump & set, hula - hoop serve, three line volleyball</p> <p>EQ: How do I play football? Skills: Grip, throwing stance, forward pass, catch, short snap, long snap Games: steal the football, no ball football, kneel toss, hoop football, hoop snap</p> <p>EQ: How can I throw and catch an object? Skills: Different levels, speeds, objects, target accuracy Games: frof, bucket ball, three scarves two tosses, hoop toss, hot pepper toss, kan - jam</p> <p>EQ: How do I move with rhythm? Skills: Twirl rope at consistent speed, enter and exit timely Advanced tricks: boxer, heel to heel, criss - cross, elevator, high and low, double jump</p>

Grade 7	Grade 8
<p>EQ: How do you play soccer? Skills: Dribble, pass, sole trap toe trap, thigh trap, chest trap, throw – in, corner kick, heading Games: wammi dribble, pass to the spot, defender, high – med – low trap, three pass mini game</p> <p>EQ: How do you play floor hockey? Skills: Stick handling, forehand & backhand passing, wrist shot, face- off, slap shot, backhand shot, saucer pass, goaltending Games: inside – out one on one, pass to the spot, four ring, over the stick, heads up face off challenge</p> <p>EQ: How do I play basketball? Skills: ball handling, dribbling with both hands, chest pass, bounce pass, rebounding, set shot, lay up, jump shot, jump ball, man to man defense Games: cross over, four and out, knock out, horse, twenty one, pass to the spot</p> <p>EQ: How can you strike a ball? Skills: Handshake grip, bounce serve, forehand stroke, backhand stroke, drop serve Games: two square, four square, newcomb</p> <p>EQ: How do I play volleyball? Skills: Bump pass, set pass, underhand serve, overhand serve Games: partner bump & set, hula - hoop serve, blindmans volleyball, set – bump – set sequence</p> <p>EQ: How do I play football? Skills: Grip, throwing stance, forward pass, catch, short snap, long snap, center position Games: steal the football, no ball football, kneel toss, hoop football, hoop snap, six second football</p> <p>EQ: How can I throw and catch an object? Skills: Different levels, speeds, objects, target accuracy Games: frof, bucket ball, three scarves two tosses, hoop toss, hot pepper toss, kan – jam, newcomb, ultimate frisbee</p> <p>EQ: How do I move with rhythm? Skills: Twirl rope at consistent speed, enter and exit timely Advanced tricks: boxer, heel to heel, criss - cross, elevator, high and low, double jump, jump bands, double dutch, skip hoop</p>	<p>EQ: How do you play soccer? Skills: Dribble, pass, trapping, throw – in, corner kick, heading, goal tending, punting Games:</p> <p>EQ: How do you play floor hockey? Skills: Stick handling, forehand & backhand passing, wrist shot, face- off, slap shot, backhand shot, poke check, saucer pass, goaltending Games:</p> <p>EQ: How do I play basketball? Skills: ball handling, dribbling with both hands, chest pass, bounce pass, rebounding, set shot, lay up, jump shot, jump ball, man to man defense, boxing out, guarding Games: knock out, three on three</p> <p>EQ: How can you strike a ball? Skills: Handshake grip, bounce serve, forehand stroke, backhand stroke, drop serve, volley, overhand stroke Games: Four Square, Newcomb, Badminton</p> <p>EQ: How do I play volleyball? Skills: Bump pass, set pass, underhand serve, overhand serve, spike Games: partner bump & set, hula - hoop serve, set – bump - spike</p> <p>EQ: How do I play football? Skills: Grip, throwing stance, forward pass, catch, short snap, long snap, hand off Games: steal the football, no ball football, kneel toss, hoop football, hoop snap</p> <p>EQ: How can I throw and catch an object? Skills: Different levels, speeds, objects, target accuracy Games: frof, bucket ball, three scarves two tosses, hoop toss, hot pepper toss, kan - jam</p> <p>EQ: How do I move with rhythm? Skills: Twirl rope at consistent speed, enter and exit timely Advanced tricks: boxer, heel to heel, criss - cross, elevator, high and low, double jump, jump bands, double dutch</p>

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1b Know the motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints.

Grade 5	Grade 6
<p>EQ: How do you play soccer? Dribble pirates (ball control), dribble relay (dribble around obstacle), pickle in the middle (ball control), shuttle throw in, four ball (trap, pass, shoot)</p> <p>EQ: How do you play floor hockey? Hockey pirates (stick handling, puck control), battle puck hockey(stick handling), truck n’ trailer(passing), pig in the middle (puck control), face off game, obstacle field (stick handle around obstacle)</p> <p>EQ: How do I play basketball? Dribble tag (ball handling), circle dribble relay(dribble control), steal the tails (protect the ball), figure 8 scramble, knock out (shooting), partner double pass, split vision passing challenge (eye – hand coordination), V – formation lay- up</p> <p>EQ: How can you strike a ball? Keep it up (ball control), mini tennis, two square, four square</p> <p>EQ: How do I play volleyball? Partner bump & set, hula - hoop serve (serving accuracy), newcomb, blind man’s volleyball</p> <p>EQ: How do I play football? Steal the football, no ball football, kneel toss, hoop football, touchdown run, flickerball</p> <p>EQ: How can I throw and catch an object? Frolf (Frisbee golf), bucket ball, three scarves two tosses, hoop toss (target toss)</p> <p>EQ: How do I move with rhythm? Advanced tricks: boxer, heel to heel, criss - cross, elevator, hot pepper challenge, create your own routine (jump bands)</p>	<p>EQ: How do you play soccer? Dribble pirates, dribble relay, pickle in the middle, shuttle throw in, four ball, hoop kick (kicking accuracy), passing shuttle, bowling pin soccer (kicking accuracy)</p> <p>EQ: How do you play floor hockey? Hockey pirates, battle puck hockey, truck n’ trailer, pig in the middle, face off game, obstacle field, pass n’ shoot, square box hockey (stick handling, passing)</p> <p>EQ: How do I play basketball? Dribble tag, circle dribble relay, steal the tails, figure 8 scramble, knock out, partner double pass, split vision passing challenge, V – formation lay- up, around the world shoot out(shooting accuracy), pivot and shoot</p> <p>EQ: How can you strike a ball? Keep it up, mini tennis, two square, four square, goodminton, bird in the air</p> <p>EQ: How do I play volleyball? Partner bump & set, hula - hoop serve, newcomb, blind man’s volleyball, three line volleyball, hopscotch volleyball (pass accuracy)</p> <p>EQ: How do I play football? Steal the football (agility), no ball football, kneel toss, hoop football (accuracy), touchdown run, flickerball, dodge and mark, switch drill</p> <p>EQ: How can I throw and catch an object? Frolf (Frisbee golf), bucket ball, three scarves two tosses, hoop toss, cascade overthrow patterns, partner cascade steal, on the move pass (Frisbee)</p> <p>EQ: How do I move with rhythm? Advanced tricks: boxer, heel to heel, criss - cross, elevator, hot pepper challenge, create your own routine (jump bands), double straddle, skier, peek – a – boo, rocker</p>

Grade 7	Grade 8
<p>EQ: How do you play soccer? Dribble pirates, pickle in the middle, shuttle throw in, four ball, hoop kick, passing shuttle, bowling pin soccer, follow your pass, cone marker golf, thrower and goalie</p> <p>EQ: How do you play floor hockey? Hockey pirates, battle puck hockey, truck n' trailer, face off game, obstacle field, pass n' shoot, square box hockey, hickey hockey (face – off practice), mad ball hockey (stick handling)</p> <p>EQ: How do I play basketball? Circle dribble relay, steal the tails, knock out, partner double pass, split vision passing challenge, V – formation lay- up, around the world shoot out, pivot and shoot, basketball golf, half court basketball</p> <p>EQ: How can you strike a ball? Mini tennis, two square, four square, goodminton, bird in the air,</p> <p>EQ: How do I play volleyball? Partner bump & set, hula - hoop serve, newcomb, blind man's volleyball, three line volleyball, hopscotch volleyball, serve – bump - set</p> <p>EQ: How do I play football? Steal the football, kneel toss, hoop football, touchdown run, flickerball, dodge and mark, switch drill, thirty carries, thirty up</p> <p>EQ: How can I throw and catch an object? Frolf (Frisbee golf), bucket ball, three scarves two tosses, hoop toss, cascade overthrow patterns, partner cascade steal, on the move pass (Frisbee), around the world, pick - off</p> <p>EQ: How do I move with rhythm? Advanced tricks: boxer, heel to heel, criss - cross, elevator, hot pepper challenge, create your own routine (jump bands), double straddle, skier, peek – a – boo, rocker, jumping circle, double dutch</p>	<p>EQ: How do you play soccer? Dribble pirates, dribble relay, pickle in the middle, shuttle throw in, four ball, hoop kick, passing shuttle, bowling pin soccer, three on two soccer, give and go</p> <p>EQ: How do you play floor hockey? Hockey pirates, battle puck hockey, truck n' trailer, face off game, obstacle field, pass n' shoot, square box hockey, zone hockey, hickey hockey, ringette</p> <p>EQ: How do I play basketball? Dribble tag, circle dribble relay, steal the tails, knock out, partner double pass, split vision passing challenge, V – formation lay- up, around the world shoot out, pivot and shoot, sideline hoop basketball</p> <p>EQ: How can you strike a ball? Mini tennis, two square, four square, goodminton, bird in the air, polo</p> <p>EQ: How do I play volleyball? Partner bump & set, hula - hoop serve, blind man's volleyball, three line volleyball, hopscotch volleyball, donkey ball (passing)</p> <p>EQ: How do I play football? Kneel toss, hoop football, touchdown run, flickerball, dodge and mark, switch drill, five passes, bordenball</p> <p>EQ: How can I throw and catch an object? Frolf (Frisbee golf), bucket ball, three scarves two tosses, hoop toss, cascade overthrow patterns, partner cascade steal, on the move pass (Frisbee), target pitching</p> <p>EQ: How do I move with rhythm? Advanced tricks: boxer, heel to heel, criss - cross, elevator, hot pepper challenge, create your own routine (jump bands), double straddle, skier, peek – a – boo, rocker, front to back, chorus line</p>

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1c Combine and integrate fundamental skills and adjust technique based on feedback, including self assessment.

Grade 5	Grade 6
<p>EQ: How do you play Soccer? Dribbling- a series of short kicks or taps along the ground, usually alternating feet to contact the ball. Use the inside of the foot, not the toe, keep ball close to maintain control Trapping- use the sole of foot, keep heel close to the ground and raise your toe, crouch slightly Passing- place non-kicking foot beside the ball, draw your kicking foot back, turning the toe outward Throw-in – place both hands behind the ball and throw from behind your head. Both feet need to be in contact with the ground until ball is released EQ: How do you play Hockey? Grip - dominant hand goes on the bottom and acts as the finesse hand, non-dominant hand goes at the top of the stick close to the butt end, is the guide hand, hands should be 6- 8 inches apart Stick Handling – dribble by moving the puck forward out in front of you with short taps or pushes, the blade of the stick should be slightly tilted over the puck for better control, keep the puck in the middle of the blade, hold your head up as you move, “feel” the puck with your stick Passing – keep your stick blade upright and use a smooth sweeping motion, do not raise stick above your waist in the back swing or when swinging forward, pass slightly ahead of your receiver on their stick side Wrist shot – look at the target, the blade and the puck are to be touching before shooting, don’t raise stick higher than the waist on the follow through, lower hand is to guide the stick down and through the puck Face off - two players stand facing opposite sides about stick length apart, place stick blades on the floor so that they are almost touching, third player drops the puck between the two sticks, two other players immediately try and gain control of the puck Forehand shooting – shoot the puck from the same side as your lower hand, non-hitting shoulder facing the wall bend your elbows slightly, snap your wrist, push stick through, point stick to target</p>	<p>EQ: How do you play Soccer? Dribbling- a series of short kicks or taps along the ground, usually alternating feet to contact the ball. Use the inside of the foot, not the toe, keep ball close to maintain control Trapping- use the sole of foot, keep heel close to the ground and raise your toe, crouch slightly Passing- place non-kicking foot beside the ball, draw your kicking foot back, turning the toe outward Throw-in – place both hands behind the ball and throw from behind your head. Both feet need to be in contact with the ground until ball is released Goalkeeping- stand with feet shoulder-width apart, lean slightly forward in ready position, keep hands at chest level EQ: How do you play Hockey? Grip - dominant hand goes on the bottom and acts as the finesse hand, non-dominant hand goes at the top of the stick close to the butt end, is the guide hand, hands should be 6- 8 inches apart Stick Handling – dribble by moving the puck forward out in front of you with short taps or pushes, the blade of the stick should be slightly tilted over the puck for better control, keep the puck in the middle of the blade, hold your head up as you move, “feel” the puck with your stick Passing – keep your stick blade upright and use a smooth sweeping motion, do not raise stick above your waist in the back swing or when swinging forward, pass slightly ahead of your receiver on their stick side Wrist shot – look at the target, the blade and the puck are to be touching before shooting, don’t raise stick higher than the waist on the follow through, lower hand is to guide the stick down and through the puck Face off - two players stand facing opposite sides about stick length apart, place stick blades on the floor so that they are almost touching, third player drops the puck between the two sticks, two other players immediately try and gain control of the puck Forehand shooting – shoot the puck from the same side as your lower hand, non-hitting shoulder facing the wall bend your elbows slightly, snap your wrist, push stick through, point stick to target</p>

EQ: How do you play basketball?

Ball Handling – being able to move the ball at various levels and speeds from one hand to the other

Dribbling – lean forward, knees bent slightly, on balls of your feet, push the ball toward the floor with fingers and wrist of one hand. Hand cupped and relaxed, ball close to body, eyes up

Chest Pass – used to pass over short distances; hold ball close to chest on the sides of the ball, elbows in, one foot slightly ahead of the other, step toward target, thrust arms forward, as you release ball snap your wrists, thumbs point down, fingers point to target

Bounce Pass – same positioning as the chest pass, aim for your target (the floor 2/3 of the distance to the receiver)

Rebounding – after blocking out your opponent, get on the inside (closer to the basket) jump up to grab the basketball with both hands reaching up, grab ball with two hands bring down to chest

Free Throw/ Set shot – feet should width apart, foot under shooting hand slightly ahead of the other, knees bent, shoulders squared to the basket, shooting hand under the ball supporting it with finger pads, non-shooting hand on the side of the ball for control, arm at a right angle, elbow in line with the basket, bring ball up, release ball while straightening knees, push arm, flick wrist, follow through

Lay – up – holding the ball, bounce – 2 – 3 – up. Step left, right, left, pushing off with your left foot, bring right knee up while bringing right arm up, knee and elbow move together, let ball roll off fingertips, target being the backboard

EQ: How can you strike a ball?

Striking – Stand sideways to target, step with front foot, throw with back hand, follow through to target

Bounce Serve – Step forward with the foot opposite your serving hand, hold ball in non-dominant hand, drop ball allowing it to bounce once, use forehand stroke to hit ball

Handshake grip – Hold paddle out from body, waist high, head of paddle vertical to the ground, handle is pointing towards your belly button. Grip paddle as if you were shaking hands, thumb and forefinger form a V shape along the top of handle, curl fingers

Forehand stroke – Hold paddle in handshake grip with a firm wrist, turn the shoulder of your non – hitting arm toward partner, place the foot opposite your hitting hand in front and other foot behind. Step forward on the foot that is on the same side as your hitting arm, hold paddle vertically, swing forward at waist level, follow through

EQ: How do I play volleyball?

Ready position: stand with feet slightly wider than shoulder width apart, step one foot slightly in front of the other, bend your knees, hold ball in both hands

Set position: Hands are placed above your forehead with the palms up, fingers are spread apart, pointer finger and thumbs connect to form a triangle (window)

Setting the ball: use the tips of your fingers, cup your hands slightly, bend arms and legs, toss the ball up above your forehead with a small burst, extend arms up and flick your wrists, catch the ball

Bump: place the knuckles of one hand inside the your other hand, thumbs should be side to side, knuckles up, forearms straight, this is where the ball should connect

Backhand shooting – shooting shoulder faces wall, keep low, transfer weight foot to foot, eyes on target, follow through

Slap shot – drop lower hand down shaft, keep eye on puck, swing stick behind you about waist level, swing stick quickly forward, hit through puck, follow through no higher than waist

EQ: How do you play basketball?

Ball Handling – being able to move the ball at various levels and speeds from one hand to the other

Dribbling – lean forward, knees bent slightly, on balls of your feet, push the ball toward the floor with fingers and wrist of one hand. Hand cupped and relaxed, ball close to body, eyes up

Chest Pass – used to pass over short distances; hold ball close to chest on the sides of the ball, elbows in, one foot slightly ahead of the other, step toward target, thrust arms forward, as you release ball snap your wrists, thumbs point down, fingers point to target

Bounce Pass – same positioning as the chest pass, aim for your target (the floor 2/3 of the distance to the receiver)

Rebounding – after blocking out your opponent, get on the inside (closer to the basket) jump up to grab the basketball with both hands reaching up, grab ball with two hands bring down to chest

Jump Shot – lead foot slightly ahead of the other, hold ball with both hands, square shoulders to the basket, bend knees. Two counts – one, jump upward, bring ball upward, two, release ball at height of jump, release supporting hand as ball is shot, shooting hand pushes ball to basket with a high arc

Free Throw/ Set shot – feet should width apart, foot under shooting hand slightly ahead of the other, knees bent, shoulders squared to the basket, shooting hand under the ball supporting it with finger pads, non-shooting hand on the side of the ball for control, arm at a right angle, elbow in line with the basket, bring ball up, release ball while straightening knees, push arm, flick wrist, follow through

Lay – up – holding the ball, bounce – 2 – 3 – up. Step left, right, left, pushing off with your left foot, bring right knee up while bringing right arm up, knee and elbow move together, let ball roll off fingertips, target being the backboard

EQ: How can you strike a ball?

Striking – Stand sideways to target, step with front foot, throw with back hand, follow through to target

Bounce Serve – Step forward with the foot opposite your serving hand, hold ball in non-dominant hand, drop ball allowing it to bounce once, use forehand stroke to hit ball

Handshake grip – Hold paddle out from body, waist high, head of paddle vertical to the ground, handle is pointing towards your belly button. Grip paddle as if you were shaking hands, thumb and forefinger form a V shape along the top of handle, curl fingers

Forehand stroke – Hold paddle in handshake grip with a firm wrist, turn the shoulder of your non – hitting arm toward partner, place the foot opposite your hitting hand in front and other foot behind. Step forward on the foot that is on the same side as your hitting arm, hold paddle vertically, swing forward at waist level, follow through

Drop Serve – Hold ball at chest level in non-dominant hand, drop ball in front of body, before it hits the floor use a forward stroke to hit the ball

EQ: How do I play volleyball?

Ready position: stand with feet slightly wider than shoulder width apart, step one foot slightly in front of the other, bend

Underhand Serve: stand with feet shoulder width apart, step forward with opposite foot of your serving hand, hold ball at waist level in palm and fingers of non-serving hand, open hand, straighten serving arm, swing back, make contact with ball on the forward swing with heel of hand, dropping other hand away, follow through with arm, step forward

EQ: How do you play football?

Grip - Grip the football behind the middle, Fingers on the laces of one side of the ball, Thumb on the other side, Relax fingers, spread apart

Throwing Stance – point opposite foot toward target, turn body sideways

Throwing technique –

Raise the football back over your shoulder of throwing arm, Extend arm forward, Index finger pointing to target, Snap wrist downward on the follow through

Catching Technique – position your body under the ball, keeping your eyes on the ball, Low pass = cradle the hands so that fingers are spread apart, pointing down, pinkie fingers touching, High pass = spread fingers with fingers pointing up and thumbs together, Let the ball fall into the cradle of your hands, “give” with the ball (Demonstrate), draw ball towards body, tuck into body at your side – ready to run

Center position-

Students will work with one partner, one ball, Front player (Center) place the ball on the ground, Stand behind the ball an arms length away from it, Lean forward with knees bent, Grab ball with dominant hand on laces, non-dominant hand on the side of the ball

Short Snap Technique – Center lift ball, turn it sideways, Hand it to quarterback whose behind you, Quarterback receive ball, take steps back ready to throw

EQ: How can I throw and catch an object?

Juggling - One scarf toss and catch - place on scarf on the ground, flat in front of you, hold the other scarf in your favorite hand in the ghost position; grab the middle of the scarf with your thumb and index finger, raise your arm as high as you can across your body to the opposite shoulder, let go of the scarf at the highest point, flick your wrist, watch the scarf fall, grab it as if you were clawing it like a bear, frontward motion with other hand than tossed with, repeat with other hand,

Two scarf toss and catch- hold the scarf in your favorite hand, second scarf in your other hand, raise your right arm across your body, toss scarf at the highest point, flick your wrist, when you let go of the first scarf raise your other hand and toss second scarf in same fashion, your arms should make an X pattern across your chest, let scarves float to floor, once students can cross scarves five times they may attempt to catch scarves with opposite hands, toss, toss; catch, catch

Three scarves – two throws - begin with the hand that has two scarves in it, throw the first scarf across your body, when it gets to the highest point throw the second scarf with your non dominant hand, reach under your first throw when coming across your body, let scarves fall to ground, are they on the opposite side from their original starting position?

Three scarves – three throws - repeat two throws, when the

your knees, hold ball in both hands

Set position: Hands are placed above your forehead with the palms up, fingers are spread apart, pointer finger and thumbs connect to form a triangle (window)

Setting the ball: use the tips of your fingers, cup your hands slightly, bend arms and legs, toss the ball up above your forehead with a small burst, extend arms up and flick your wrists, catch the ball

Bump: place the knuckles of one hand inside the your other hand, thumbs should be side to side, knuckles up, forearms straight, this is where the ball should connect

Underhand Serve: stand with feet shoulder width apart, step forward with opposite foot of your serving hand, bend knees, lean slightly, hold ball at waist level in palm and fingers of non-serving hand, open hand, straighten serving arm, swing back, make contact with ball on the forward swing with heel of hand, dropping other hand away, follow through with arm, step forward

EQ: How do you play football?

Grip - Grip the football behind the middle, Fingers on the laces of one side of the ball, Thumb on the other side, Relax fingers, spread apart

Throwing Stance – point opposite foot toward target, turn body sideways

Throwing technique –

Raise the football back over your shoulder of throwing arm, Extend arm forward, Index finger pointing to target, Snap wrist downward on the follow through

Catching Technique – position your body under the ball, keeping your eyes on the ball, Low pass = cradle the hands so that fingers are spread apart, pointing down, pinkie fingers touching, High pass = spread fingers with fingers pointing up and thumbs together, Let the ball fall into the cradle of your hands, “give” with the ball (Demonstrate), draw ball towards body, tuck into body at your side – ready to run

Center position-

Students will work with one partner, one ball, Front player (Center) place the ball on the ground, Stand behind the ball an arms length away from it, Lean forward with knees bent, Grab ball with dominant hand on laces, non-dominant hand on the side of the ball

Short Snap Technique – Center lift ball, turn it sideways, Hand it to quarterback whose behind you, Quarterback receive ball, take steps back ready to throw

Long Snap Technique (Hiking the ball) –Center and quarterback stand about five meters apart, Center snaps the ball to quarterback – look, pass low to the ground through legs with both hands, Quarterback watch for ball, extend arms forward to receive, Center stand up and run for an open pass

EQ: How can I throw and catch and object?

Juggling with bean bags - One bean bag toss, hold the bean bag in your favorite hand with index finger and thumb, toss bag in air from hand to hand in a figure eight formation, catch bag by scooping to towards your body, toss again

Two bean bag toss - hold one bean bag in each hand, toss the bag in your dominant hand first, when it reaches its highest point toss the second bag, reaching under first bean bag, should land in opposite hands

Three bag toss - hold the first and third bag in your favorite

<p>second scarf reaches its highest point throw the third scarf across your body, let all three scarves fall to floor Three scarves – three tosses, three catches -repeat three throws, as scarves are coming down try and catch them in your opposite hand</p>	<p>hand, second bag in non dominant hand, toss the first bag towards opposite shoulder, count one, toss second bag, count two, toss third, catch first bag in non dominant hand, and second, third lands in dominant hand</p>
<p>Grade 7</p>	<p>Grade 8</p>
<p>EQ: How do you play Soccer? Dribbling- a series of short kicks or taps along the ground, usually alternating feet to contact the ball. Use the inside of the foot, not the toe, keep ball close to maintain control Trapping- use the sole of foot, keep heel close to the ground and raise your toe, crouch slightly Passing- place non-kicking foot beside the ball, draw your kicking foot back, turning the toe outward Throw-in – place both hands behind the ball and throw from behind your head. Both feet need to be in contact with the ground until ball is released Goalkeeping- stand with feet shoulder-width apart, lean slightly forward in ready position, keep hands at chest level Corner kick – kicker run forward, meet oncoming ball, keep eyes on the ball, plant nonkicking foot, swing kicking foot forward, kick on the instep (laces), lean forward at waist, follow through to target Heading – lean back, bend the truck, extend the head forward toward ball, keep eyes open, swing both arms back upon contact for balance, contact on forehead EQ: How do you play Hockey? Grip - dominant hand goes on the bottom and acts as the finesse hand, non-dominant hand goes at the top of the stick close to the butt end, is the guide hand, hands should be 6- 8 inches apart Stick Handling – dribble by moving the puck forward out in front of you with short taps or pushes, the blade of the stick should be slightly tilted over the puck for better control, keep the puck in the middle of the blade, hold your head up as you move, “feel” the puck with your stick Passing – keep your stick blade upright and use a smooth sweeping motion, do not raise stick above your waist in the back swing or when swinging forward, pass slightly ahead of your receiver on their stick side Wrist shot – look at the target, the blade and the puck are to be touching before shooting, don’t raise stick higher than the waist on the follow through, lower hand is to guide the stick down and through the puck Face off - two players stand facing opposite sides about stick length apart, place stick blades on the floor so that they are almost touching, third player drops the puck between the two sticks, two other players immediately try and gain control of the puck Forehand shooting – shoot the puck from the same side as your lower hand, non-hitting shoulder facing the wall bend your elbows slightly, snap your wrist, push stick through, point stick to target Backhand shooting – shooting shoulder faces wall, keep low, transfer weight foot to foot, eyes on target, follow through Slap shot – drop lower hand down shaft, keep eye on puck, swing stick behind you about waist level, swing stick quickly forward, hit through puck, follow through no higher than waist</p>	<p>EQ: How do you play Soccer? Dribbling- a series of short kicks or taps along the ground, usually alternating feet to contact the ball. Use the inside of the foot, not the toe, keep ball close to maintain control Trapping- use the sole of foot, keep heel close to the ground and raise your toe, crouch slightly Passing- place non-kicking foot beside the ball, draw your kicking foot back, turning the toe outward Throw-in – place both hands behind the ball and throw from behind your head. Both feet need to be in contact with the ground until ball is released Goalkeeping- stand with feet shoulder-width apart, lean slightly forward in ready position, keep hands at chest level Corner kick – kicker run forward, meet oncoming ball, keep eyes on the ball, plant non-kicking foot, swing kicking foot forward, kick on the instep (laces), lean forward at waist, follow through to target Heading – lean back, bend the truck, extend the head forward toward ball, keep eyes open, swing both arms back upon contact for balance, contact on forehead Punting – hold ball with both hands at waist level in front of body over kicking leg, 3 steps forward, look at ball, lean over as you guide ball down to kicking foot, swing foot forward contact in middle of the ball, point foot towards target EQ: How do you play Hockey? Grip - dominant hand goes on the bottom and acts as the finesse hand, non-dominant hand goes at the top of the stick close to the butt end, is the guide hand, hands should be 6- 8 inches apart Stick Handling – dribble by moving the puck forward out in front of you with short taps or pushes, the blade of the stick should be slightly tilted over the puck for better control, keep the puck in the middle of the blade, hold your head up as you move, “feel” the puck with your stick Passing – keep your stick blade upright and use a smooth sweeping motion, do not raise stick above your waist in the back swing or when swinging forward, pass slightly ahead of your receiver on their stick side Wrist shot – look at the target, the blade and the puck are to be touching before shooting, don’t raise stick higher than the waist on the follow through, lower hand is to guide the stick down and through the puck Face off - two players stand facing opposite sides about stick length apart, place stick blades on the floor so that they are almost touching, third player drops the puck between the two sticks, two other players immediately try and gain control of the puck Forehand shooting – shoot the puck from the same side as your lower hand, non-hitting shoulder facing the wall bend your elbows slightly, snap your wrist, push stick through, point stick to target Backhand shooting – shooting shoulder faces wall, keep low, transfer weight foot to foot, eyes on target, follow through Slap shot – drop lower hand down shaft, keep eye on puck,</p>

Goaltending – crouch slightly, hold stick in front of body with one hand, other hand catch or knock away puck

EQ: How do you play basketball?

Ball Handling – being able to move the ball at various levels and speeds from one hand to the other

Dribbling – lean forward, knees bent slightly, on balls of your feet, push the ball toward the floor with fingers and wrist of one hand. Hand cupped and relaxed, ball close to body, eyes up

Chest Pass – used to pass over short distances; hold ball close to chest on the sides of the ball, elbows in, one foot slightly ahead of the other, step toward target, thrust arms forward, as you release ball snap your wrists, thumbs point down, fingers point to target

Bounce Pass – same positioning as the chest pass, aim for your target (the floor 2/3 of the distance to the receiver)

Rebounding – after blocking out your opponent, get on the inside (closer to the basket) jump up to grab the basketball with both hands reaching up, grab ball with two hands bring down to chest

Jump Shot – lead foot slightly ahead of the other, hold ball with both hands, square shoulders to the basket, bend knees. Two counts – one, jump upward, bring ball upward, two, release ball at height of jump, release supporting hand as ball is shot, shooting hand pushes ball to basket with a high arc

Free Throw/ Set shot – feet should width apart, foot under shooting hand slightly ahead of the other, knees bent, shoulders squared to the basket, shooting hand under the ball supporting it with finger pads, non-shooting hand on the side of the ball for control, arm at a right angle, elbow in line with the basket, bring ball up, release ball while straightening knees, push arm, flick wrist, follow through

Lay – up – holding the ball, bounce – 2 – 3 – up. Step left, right, left, pushing off with your left foot, bring right knee up while bringing right arm up, knee and elbow move together, let ball roll off fingertips, target being the backboard

Pivot – pivot on the ball of one foot while other foot moves in any direction by taking short steps to the right or left, landing on other foot for balance, feet shoulder width apart, knees bent

EQ: How do I play volleyball?

Ready position: stand with feet slightly wider than shoulder width apart, step one foot slightly in front of the other, bend your knees, hold ball in both hands

Set position: Hands are placed above your forehead with the palms up, fingers are spread apart, pointer finger and thumbs connect to form a triangle (window)

Setting the ball: use the tips of your fingers, cup your hands slightly, bend arms and legs, toss the ball up above your forehead with a small burst, extend arms up and flick your wrists, catch the ball

Bump: place the knuckles of one hand inside the your other hand, thumbs should be side to side, knuckles up, forearms straight, this is where the ball should connect

Underhand Serve: stand with feet shoulder width apart, step forward with opposite foot of your serving hand, bend knees, lean slightly, hold ball at waist level in palm and fingers of non-serving hand, open hand, straighten serving arm, swing back, make contact with ball on the forward swing with heel of hand, dropping other hand away, follow through with arm,

swing stick behind you about waist level, swing stick quickly forward, hit through puck, follow through no higher than waist

Goaltending – crouch slightly, hold stick in front of body with one hand, other hand catch or knock away puck

Poke check – hold the stick with one hand and poke or thrust it forward to knock puck away from opponent

EQ: How do you play basketball?

Ball Handling – being able to move the ball at various levels and speeds from one hand to the other

Dribbling – lean forward, knees bent slightly, on balls of your feet, push the ball toward the floor with fingers and wrist of one hand. Hand cupped and relaxed, ball close to body, eyes up

Chest Pass – used to pass over short distances; hold ball close to chest on the sides of the ball, elbows in, one foot slightly ahead of the other, step toward target, thrust arms forward, as you release ball snap your wrists, thumbs point down, fingers point to target

Bounce Pass – same positioning as the chest pass, aim for your target (the floor 2/3 of the distance to the receiver)

Rebounding – after blocking out your opponent, get on the inside (closer to the basket) jump up to grab the basketball with both hands reaching up, grab ball with two hands bring down to chest

Jump Shot – lead foot slightly ahead of the other, hold ball with both hands, square shoulders to the basket, bend knees.

Two counts – one, jump upward, bring ball upward, two, release ball at height of jump, release supporting hand as ball is shot, shooting hand pushes ball to basket with a high arc

Free Throw/ Set shot – feet should width apart, foot under shooting hand slightly ahead of the other, knees bent, shoulders squared to the basket, shooting hand under the ball supporting it with finger pads, non-shooting hand on the side of the ball for control, arm at a right angle, elbow in line with the basket, bring ball up, release ball while straightening knees, push arm, flick wrist, follow through

Lay – up – holding the ball, bounce – 2 – 3 – up. Step left, right, left, pushing off with your left foot, bring right knee up while bringing right arm up, knee and elbow move together, let ball roll off fingertips, target being the backboard

Pivot – pivot on the ball of one foot while other foot moves in any direction by taking short steps to the right or left, landing on other foot for balance, feet shoulder width apart, knees bent

Blocking out – keep eyes on player you are guarding, pivot on one foot to step into players path, turn your back on him to face the basket, make body contact, arms up to grab ball

Man – to – Man Defense – take position between offensive player and basket, both feet shoulder width apart, knees bent, seat low, back upright, one hand up, one hand down, eyes on opponents waistband, keep feet moving at all times in a side to side motion/ shuffle step

EQ: How do I play volleyball?

Ready position: stand with feet slightly wider than shoulder width apart, step one foot slightly in front of the other, bend your knees, hold ball in both hands

Set position: Hands are placed above your forehead with the palms up, fingers are spread apart, pointer finger and thumbs connect to form a triangle (window)

Setting the ball: use the tips of your fingers, cup your hands slightly, bend arms and legs, toss the ball up above your

step forward

Overhand Serve – stand with left side of body facing net, feet shoulder width apart, left foot slightly in front of right, eyes on ball, hold ball in left hand in front of face, toss ball straight up just above head, shift weight to back foot, swing arm up and back then forward, hit ball with heel of hand

EQ: How do you play football?

Grip - Grip the football behind the middle, Fingers on the laces of one side of the ball, Thumb on the other side, Relax fingers, spread apart

Throwing Stance – point opposite foot toward target, turn body sideways

Throwing technique –

Raise the football back over your shoulder of throwing arm, Extend arm forward, Index finger pointing to target, Snap wrist downward on the follow through

Catching Technique – position your body under the ball, keeping your eyes on the ball, Low pass = cradle the hands so that fingers are spread apart, pointing down, pinkie fingers touching, High pass = spread fingers with fingers pointing up and thumbs together, Let the ball fall into the cradle of your hands, “give” with the ball (Demonstrate), draw ball towards body, tuck into body at your side – ready to run

Center position-

Students will work with one partner, one ball, Front player (Center) place the ball on the ground, Stand behind the ball an arms length away from it, Lean forward with knees bent, Grab ball with dominant hand on laces, non-dominant hand on the side of the ball

Short Snap Technique – Center lift ball, turn it sideways, Hand it to quarterback whose behind you, Quarterback receive ball, take steps back ready to throw

Long Snap Technique (Hiking the ball) –Center and quarterback stand about five meters apart, Center snaps the ball to quarterback – look, pass low to the ground through legs with both hands, Quarterback watch for ball, extend arms forward to receive, Center stand up and run for an open pass

Place Kick Technique - place kick is used at the start of each half of play and after points have been scored, pin the ball by holding it vertically with one finger on top, laces to the front, kicker stand behind the ball, take three steps forward, plant non kicking foot next to ball

EQ: How can you strike a ball?

Striking – Stand sideways to target, step with front foot, throw with back hand, follow through to target

Bounce Serve – Step forward with the foot opposite your serving hand, hold ball in non-dominant hand, drop ball allowing it to bounce once, use forehand stroke to hit ball

Handshake grip – Hold paddle out from body, waist high, head of paddle vertical to the ground, handle is pointing towards your belly button. Grip paddle as if you were shaking hands, thumb and forefinger form a V shape along the top of handle, curl fingers

Forehand stroke – Hold paddle in handshake grip with a firm wrist, turn the shoulder of your non – hitting arm toward partner, place the foot opposite your hitting hand in front and other foot behind. Step forward on the foot that is on the same side as your hitting arm, hold paddle vertically, swing forward at waist level, follow through

forehead with a small burst, extend arms up and flick your wrists, catch the ball

Bump: place the knuckles of one hand inside the your other hand, thumbs should be side to side, knuckles up, forearms straight, this is where the ball should connect

Underhand Serve: stand with feet shoulder width apart, step forward with opposite foot of your serving hand, bend knees, lean slightly, hold ball at waist level in palm and fingers of non-serving hand, open hand, straighten serving arm, swing back, make contact with ball on the forward swing with heel of hand, dropping other hand away, follow through with arm, step forward

Overhand Serve – stand with left side of body facing net, feet shoulder width apart, left foot slightly in front of right, eyes on ball, hold ball in left hand in front of face, toss ball straight up just above head, shift weight to back foot, swing arm up and back then forward, hit ball with heel of hand

Spike – strike ball while striking arm is bent with elbow leading, hit top of ball with heel of hand, drive ball downward

EQ: How do you play football?

Grip - Grip the football behind the middle, Fingers on the laces of one side of the ball, Thumb on the other side, Relax fingers, spread apart

Throwing Stance – point opposite foot toward target, turn body sideways

Throwing technique –

Raise the football back over your shoulder of throwing arm, Extend arm forward, Index finger pointing to target, Snap wrist downward on the follow through

Catching Technique – position your body under the ball, keeping your eyes on the ball, Low pass = cradle the hands so that fingers are spread apart, pointing down, pinkie fingers touching, High pass = spread fingers with fingers pointing up and thumbs together, Let the ball fall into the cradle of your hands, “give” with the ball (Demonstrate), draw ball towards body, tuck into body at your side – ready to run

Center position-

Students will work with one partner, one ball, Front player (Center) place the ball on the ground, Stand behind the ball an arms length away from it, Lean forward with knees bent, Grab ball with dominant hand on laces, non-dominant hand on the side of the ball

Short Snap Technique – Center lift ball, turn it sideways, Hand it to quarterback whose behind you, Quarterback receive ball, take steps back ready to throw

Long Snap Technique (Hiking the ball) –Center and quarterback stand about five meters apart, Center snaps the ball to quarterback – look, pass low to the ground through legs with both hands, Quarterback watch for ball, extend arms forward to receive, Center stand up and run for an open pass

Place Kick Technique - place kick is used at the start of each half of play and after points have been scored, pin the ball by holding it vertically with one finger on top, laces to the front, kicker stand behind the ball, take three steps forward, plant non kicking foot next to ball

Hand off - Ball Carrier hold the ball with two hands to begin, As receiver approaches move ball across to the side with the hand under the ball, hold ball out in front of the body,

Drop Serve – Hold ball at chest level in non-dominant hand, drop ball in front of body, before it hits the floor use a forward stroke to hit the ball

Backhand stroke – Hold paddle in handshake grip, slide hand around handle so that your first knuckle is on top of leading edge of raquet, turn shoulder of hitting arm toward partner, step forward, swing forward waist high, follow through to target

Receiver – hold arms one on top, on bottom against stomach ready to receive ball

EQ: How can I strike a ball?

Striking – Stand sideways to target, step with front foot, throw with back hand, follow through to target

Bounce Serve – Step forward with the foot opposite your serving hand, hold ball in non-dominant hand, drop ball allowing it to bounce once, use forehand stroke to hit ball

Drop Serve – Hold ball at chest level in non-dominant hand, drop ball in front of body, before it hits the floor use a forward stroke to hit the ball

Handshake grip – Hold paddle out from body, waist high, head of paddle vertical to the ground, handle is pointing towards your belly button. Grip paddle as if you were shaking hands, thumb and forefinger form a V shape along the top of handle, curl fingers

Forehand stroke – Hold paddle in handshake grip with a firm wrist, turn the shoulder of your non – hitting arm toward partner, place the foot opposite your hitting hand in front and other foot behind. Step forward on the foot that is on the same side as your hitting arm, hold paddle vertically, swing forward at waist level, follow through

Backhand stroke – Hold paddle in handshake grip, slide hand around handle so that your first knuckle is on top of leading edge of raquet, turn shoulder of hitting arm toward partner, step forward, swing forward waist high, follow through to target

Overhand Stoke – stand with non-racquet shoulder facing the target and that foot forward, draw racquet back with elbow fully bent, throw racquet forward as elbow straightens, snap wrist

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1d Understand the relationship between physical activity and the prevention of illness, disease, and premature death.

Grade 5	Grade 6
<p>EQ: What are the benefits of physical fitness?</p> <p>Knowledge of target heart rate</p> <ul style="list-style-type: none"> • finding pulse in two locations • recognize target heart rate range • understand resting heart rate <p>Physical activity will –</p> <ul style="list-style-type: none"> • decrease body fat • help with weight management • decrease risk of heart disease • decrease risk of diabetes <p>Knowledge of body systems related to physical fitness: Muscular System – muscle of the week, location and pronunciation, introduction to function</p> <p>Measuring your heart rate – find your pulse, target heart rate, aerobic fitness and how it correlates</p> <p>Skeletal System – names of each major bone of the body, locations and basic function/purpose</p>	<p>EQ: What are the benefits of physical fitness?</p> <p>Knowledge of target heart rate</p> <ul style="list-style-type: none"> • demonstrating pulse location in activities • recognize target heart rate range • explain resting heart rate <p>Physical activity will –</p> <ul style="list-style-type: none"> • decrease body fat • help with weight management • decrease risk of heart disease • decrease risk of diabetes <p>Knowledge of body systems related to physical fitness: Muscular System – muscle of the week, location and pronunciation, introduction to function</p> <p>Measuring your heart rate – find your pulse, target heart rate, aerobic fitness and how it correlates</p> <p>Skeletal System – names of each major bone of the body, locations and basic function/purpose</p>

Grade 7	Grade 8
<p>EQ: What are the benefits of physical fitness?</p> <p>Knowledge of target heart rate when prompted</p> <ul style="list-style-type: none"> • demonstrating pulse location in activities • recognize target heart rate range • explain resting heart rate to others • take others pulse <p>Physical activity will –</p> <ul style="list-style-type: none"> • decrease body fat • help with weight management • decrease risk of heart disease • decrease risk of diabetes <p>Knowledge of body systems related to physical fitness: Muscular System – location and pronunciation, explanation of function with prompting</p> <p>Measuring your heart rate – find your and others pulse, target heart rate, aerobic fitness and how it correlates with prompting</p> <p>Skeletal System – names of each major bone of the body, locations and basic function/purpose, introduction to tendons and ligaments with prompting</p> <p>Respiratory System – what is respiration? What makes up the respiratory system, function of lungs with prompting</p>	<p>EQ: What are the benefits of physical fitness?</p> <p>Independently explain knowledge of target heart rate</p> <ul style="list-style-type: none"> • demonstrating pulse location in activities • explain resting heart rate to others • take others pulse <p>Physical activity will –</p> <ul style="list-style-type: none"> • decrease body fat • help with weight management • decrease risk of heart disease • decrease risk of diabetes <p>Knowledge of body systems related to physical fitness: Muscular System – location and pronunciation, explanation of function independently</p> <p>Measuring your heart rate – find your and others pulse, target heart rate, aerobic fitness and how it correlates independently</p> <p>Skeletal System – names of each major bone of the body, locations and basic function/purpose, introduction to tendons and ligaments independently</p> <p>Respiratory System – what is respiration? What makes up the upper and lower parts of the respiratory system, function of lungs independently</p>

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1e Develop and implement a personal fitness plan based on self – assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity.	
Grade 5	Grade 6
<p>Throughout the year students will track self goals for each unit and compare to assessment score</p> <p>Students will understand how a fitness plan is designed and is implemented for individual needs</p> <p>Students will learn how to track progress based on individual goals</p>	<p>Throughout the year students will track self goals for each unit and compare to assessment score</p> <p>Students will understand how a fitness plan is designed and is implemented for individual needs</p> <p>Students will work in small groups to create a fitness plan for pre- selected individuals</p> <p>Students will begin to track progress based on individual goals</p>
Grade 7	Grade 8
<p>Throughout the year students will track self goals for each unit and compare to assessment score</p> <p>Students will explain how a fitness plan is designed and is implemented for individual needs</p> <p>Students will work in pairs to create a fitness plan for each other including short term goals</p> <p>Students will track their own progress based on individual goals</p>	<p>Throughout the year students will track self goals for each unit and compare to assessment score</p> <p>Students will explain how a fitness plan is designed and is implemented for individual needs</p> <p>Students will work independently to create a fitness plan for themselves including short term and a long term goal</p> <p>Students will track their own progress based on individual goals and share with others their results</p>

Physical Education: 5-8 Intermediate Scope and Sequence

NYS Standard 1: Personal Health and Fitness

Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Key Idea: PE 1.1: Students will perform basic motor and manipulative skills. They will attain competency in a variety of physical activities and proficiency in a few select complex motor and sports activities. Students will design personal fitness programs to improve cardiorespiratory endurance, flexibility, muscular strength, endurance, and body composition.

Personal Health and Fitness

Performance Indicator: PE 1.1f Develop leadership, problem solving, cooperation, and team work by participating in group activities.	
Grade 5	Grade 6
<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Rules and Procedures Relay Tanks and commanders Frogs and Ants King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump Bands/ Double Dutch Bucketball Clean your closet</p>	<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Flickerball Frolf (Frisbee golf) Girls Lacrosse Tanks and commanders Frogs and Ants King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch</p>
Grade 7	Grade 8
<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Polo Frolf (Frisbee golf) Girls Lacrosse King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch Blind man’s Volleyball Goodminton</p>	<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Team Handball Polo Frolf (Frisbee golf) Girls Lacrosse King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE 2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self – expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1a Understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety.

Grade 5	Grade 6
<p>Inform teacher when necessary for treatment of injury</p> <p>Recognize injuries in others and get help</p> <p>Follow the specific rules of each sport appropriately</p> <p>Use body control by maintaining a safe distance between equipment / other participants</p> <p>Drink plenty of water</p> <p>Dress for the weather</p> <p>Stretch before and after activity</p> <p>Designate a third party to resolve conflicts during games</p> <p>Make decisions about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</p>	<p>Inform teacher when necessary for treatment of injury</p> <p>Recognize injuries in others and get help</p> <p>Follow the specific rules of each sport appropriately</p> <p>Use body control by maintaining a safe distance between equipment / other participants</p> <p>Drink plenty of water</p> <p>Dress for the weather</p> <p>Stretch before and after activity</p> <p>Designate a third party to resolve conflicts during games</p> <p>Make decisions about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</p>
Grade 7	Grade 8
<p>Inform teacher when necessary for treatment of injury</p> <p>Recognize injuries in others and get help</p> <p>Follow the specific rules of each sport appropriately</p> <p>Use body control by maintaining a safe distance between equipment / other participants</p> <p>Drink plenty of water</p> <p>Dress for the weather</p> <p>Stretch before and after activity</p> <p>Designate a third party to resolve conflicts during games</p> <p>Make decisions about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</p>	<p>Inform teacher when necessary for treatment of injury</p> <p>Recognize injuries in others and get help</p> <p>Follow the specific rules of each sport appropriately</p> <p>Use body control by maintaining a safe distance between equipment / other participants</p> <p>Drink plenty of water</p> <p>Dress for the weather</p> <p>Stretch before and after activity</p> <p>Designate a third party to resolve conflicts during games</p> <p>Make decisions about areas that are safe to play and know to leave and get an adult if situations appear unsafe.</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE 2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self – expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1b Develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others.

Grade 5	Grade 6
<p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Demonstrate sportsmanship skills through game play: Shake hands at the end of a game/match High five a player Say “good game” Encourage others during play Lose gracefully Be polite Listen to coach / teacher</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p>	<p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Demonstrate sportsmanship skills through game play: Shake hands at the end of a game/match High five a player Say “good game” Encourage others during play Lose gracefully Don’t show off Be polite Listen to coach / teacher Be willing to sit out so others can play</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p>

Grade 7	Grade 8
<p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Demonstrate sportsmanship skills through game play: Shake hands at the end of a game/match High five a player Say “good game” Encourage others during play Lose gracefully Don’t show off Be polite Listen to coach / teacher Be willing to sit out so others can play</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Pick a different person to be team captain each game</p>	<p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Demonstrate sportsmanship skills through game play: Shake hands at the end of a game/match High five a player Say “good game” Encourage others during play Lose gracefully Don’t show off Be polite Listen to coach / teacher Be willing to sit out so others can play</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Work cooperatively in large groups and small groups</p> <p>Demonstrate self control when team is losing</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE 2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self – expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1c Work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved.

Grade 5	Grade 6
<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Rules and Procedures Relay Tanks and commanders Frogs and Ants King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump Bands/ Double Dutch Bucketball Clean your closet</p> <p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don't argue with teacher/official Don't make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p>	<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety Flickerball Frolf (Frisbee golf) Girls Lacrosse Tanks and commanders Frogs and Ants King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch</p> <p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Resolve conflicts peacefully – Talk to referee/official/teacher Don't argue with teacher/official Don't make excuses or blame others Redo a play</p> <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p>

Grade 7	Grade 8
<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety</p> <ul style="list-style-type: none"> Polo Frolf (Frisbee golf) Girls Lacrosse King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch Blind man’s Volleyball Goodminton <p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Resolve conflicts peacefully –</p> <ul style="list-style-type: none"> Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Pick someone new each game to be team captain</p>	<p>EQ: How can we work as a group? Cooperative Games – enhances bonding, teamwork and trust. Increases shared decision making and safety</p> <ul style="list-style-type: none"> Team Handball Polo Frolf (Frisbee golf) Girls Lacrosse King of the Pin Newcomb Ultimate Soccer Ultimate Hockey Jump bands/ double Dutch <p>Demonstrate self control and ability to cope with success and failure</p> <p>Treat others with respect regardless of ability</p> <p>Resolve conflicts peacefully –</p> <ul style="list-style-type: none"> Talk to referee/official/teacher Don’t argue with teacher/official Don’t make excuses or blame others Redo a play <p>Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Designate team captain, official, manager for game</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE 2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self – expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1d Understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits.

Grade 5	Grade 6
<p>EQ: How do I play soccer? Understand basic rules of game Change speed, direction, force as needed Maintain personal space throughout game Keep play inside the boundary lines</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Move to open spaces to receive catch Developing ability to transition quickly from one position to another (Fielding ground ball to throwing ball)</p> <p>EQ: How do we play hockey? Stick below waist Use dominant hand to change directions Maintain personal space/ boundary lines Control ball/ puck Use appropriate force when passing/shooting No body contact</p> <p>EQ: How can your strike a ball? Be aware of others in general space Use control with accuracy when moving ball with hand/paddle Stay inside boundary lines</p> <p>EQ: How do I move with rhythm? Can appropriately adjust distance needed when using jump bands Maintain personal space while jumping rope</p> <p>EQ: How do I play basketball? Respect judgment of referees Keep maintain personal space Personal foul = foul shot Stay inside boundary lines No body contact</p> <p>EQ: How do I play volleyball? Use appropriate force with bump Use appropriate force with underhand serve Do not touch the net during play Stay inside boundary lines</p> <p>EQ: How do I play football? No body contact Wait for ball to be in possession of other team before tagging Keep blocking above the waist</p>	<p>EQ: How do I play soccer? Understand basic rules of game Change speed, direction, force as needed Keep play inside the boundary lines Use of yellow and red card for inappropriate language or body contact</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Developing ability to transition quickly from one position to another (Fielding ground ball to throwing ball)</p> <p>EQ: How do we play hockey? Stick below waist Use dominant hand and non dominant hand to change directions Maintain personal space/ boundary lines Control ball/ puck Use appropriate force when passing/shooting No body contact Use of penalty box for inappropriate language and body contact</p> <p>EQ: How can your strike a ball? Be aware of others in general space Use control with accuracy when moving ball with hand/paddle Stay inside boundary lines</p> <p>EQ: How do I move with rhythm? Can appropriately adjust distance needed when using jump bands Maintain personal space while jumping rope</p> <p>EQ: How do I play basketball? Respect judgment of referees Keep maintain personal space Personal foul = foul shot Stay inside boundary lines No body contact</p> <p>EQ: How do I play volleyball? Use appropriate force with bump Use appropriate force with underhand serve Do not touch the net during play Stay inside boundary lines</p> <p>EQ: How do I play football? No body contact Wait for ball to be in possession of other team before tagging Keep blocking above the waist</p>

Grade 7	Grade 8
<p>EQ: How do I play soccer? Understand basic rules of game Change speed, direction, force as needed Keep play inside the boundary lines Use of yellow and red card for inappropriate language or body contact</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Developing ability to transition quickly from one position to another (Fielding ground ball to throwing ball)</p> <p>EQ: How do we play hockey? Stick below waist Use dominant hand and non dominant hand to change directions Maintain personal space/ boundary lines Control ball/ puck Use appropriate force when passing/shooting No body contact Use of penalty box for inappropriate language and body contact</p> <p>EQ: How can your strike a ball? Be aware of others in general space Use control with accuracy when moving ball with hand/paddle Stay inside boundary lines</p> <p>EQ: How do I move with rhythm? Can appropriately adjust distance needed when using jump bands Maintain personal space while jumping rope</p> <p>EQ: How do I play basketball? Respect judgment of referees Keep maintain personal space Personal foul = foul shot Stay inside boundary lines No body contact</p> <p>EQ: How do I play volleyball? Use appropriate force with bump Use appropriate force with underhand serve Do not touch the net during play Stay inside boundary lines</p> <p>EQ: How do I play football? No body contact Wait for ball to be in possession of other team before tagging Keep blocking above the waist</p>	<p>EQ: How do I play soccer? Understand basic rules of game Change speed, direction, force as needed Keep play inside the boundary lines Use of yellow and red card for inappropriate language or body contact</p> <p>EQ: In what ways can we throw and catch? Partner is looking before throwing Change speed, direction and force as needed Developing ability to transition quickly from one position to another (Fielding ground ball to throwing ball)</p> <p>EQ: How do we play hockey? Stick below waist Use dominant hand and non dominant hand to change directions Maintain personal space/ boundary lines Control ball/ puck Use appropriate force when passing/shooting No body contact Use of penalty box for inappropriate language and body contact</p> <p>EQ: How can your strike a ball? Be aware of others in general space Use control with accuracy when moving ball with hand/paddle Stay inside boundary lines</p> <p>EQ: How do I move with rhythm? Can appropriately adjust distance needed when using jump bands Maintain personal space while jumping rope</p> <p>EQ: How do I play basketball? Respect judgment of referees Keep maintain personal space Personal foul = foul shot Stay inside boundary lines No body contact</p> <p>EQ: How do I play volleyball? Use appropriate force with bump Use appropriate force with underhand serve Do not touch the net during play Stay inside boundary lines</p> <p>EQ: How do I play football? No body contact Wait for ball to be in possession of other team before tagging Keep blocking above the waist</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 2: A Safe and Healthy Environment Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Key Idea: PE 2.1 Students will demonstrate responsible personal and social behavior while engaged in physical activity. They will understand that physical activity provides the opportunity for enjoyment, challenge, self – expression, and communication. Students will be able to identify safety hazards and react effectively to ensure a safe and positive experience for all participants.

A Safe and Healthy Environment

Performance Indicator: PE2.1e Understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities.

Grade 5	Grade 6
<p>Students will recognize the differences and similarities in cooperative and competitive games</p> <p>Students will identify differences between competing as a team, an individual and within self</p> <p>Leadership potential - Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Students will understand the physical, emotional and social benefits of participation – Physical – improve your mood, combats chronic disease, controls weight, strengthen heart and lungs, better sleep Emotional – reduce depression, anxiety and self esteem Social – more active, make friends</p>	<p>Students will recognize the differences and similarities in cooperative and competitive games</p> <p>Students will identify differences between competing as a team, an individual and within self</p> <p>Leadership potential - Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Explain roles of team captain, official, manager for game</p> <p>Students will understand the physical, emotional and social benefits of participation – Physical – improve your mood, combats chronic disease, controls weight, strengthen heart and lungs, better sleep Emotional – reduce depression, anxiety and self esteem Social – more active, make friends</p>
Grade 7	Grade 8
<p>Students will recognize the differences and similarities in cooperative and competitive games</p> <p>Students will identify differences between competing as a team, an individual and within self</p> <p>Leadership potential - Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Pick a team captain, official, manager for game</p> <p>Students will understand the physical, emotional and social benefits of participation – Physical – improve your mood, combats chronic disease, controls weight, strengthen heart and lungs, better sleep Emotional – reduce depression, anxiety and self esteem Social – more active, make friends</p>	<p>Students will recognize the differences and similarities in cooperative and competitive games</p> <p>Students will identify differences between competing as a team, an individual and within self</p> <p>Leadership potential - Lend assistance to those on the team that may need help with a particular skill</p> <p>Switch positions so others can play in that spot</p> <p>Designate team captain, official, manager for game</p> <p>Students will understand the physical, emotional and social benefits of participation – Physical – improve your mood, combats chronic disease, controls weight, strengthen heart and lungs, better sleep Emotional – reduce depression, anxiety and self esteem Social – more active, make friends</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE 3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Students will be informed consumers and be able to evaluate facilities and programs. Students will be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1a Should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available.	
Grade 5	Grade 6
<p>Identify/ Utilize community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</p> <p>Identify community programs, such as YMCA/YWCA, Boys/ Girls Clubs, sports camps & leagues</p> <p>Recognize a variety of ways to exercise and play sports within a neighborhood.</p> <p>Be able to use resources available within the home or neighborhood to create and/ or play games.</p>	<p>Identify/ Utilize community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</p> <p>Identify community programs, such as YMCA/YWCA, Boys/ Girls Clubs, sports camps & leagues</p> <p>Recognize a variety of ways to exercise and play sports within a neighborhood.</p> <p>Be able to use resources available within the home or neighborhood to create and/ or play games.</p>
Grade 7	Grade 8
<p>Identify/ Utilize community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</p> <p>Identify community programs, such as YMCA/YWCA, Boys/ Girls Clubs, sports camps & leagues</p> <p>Recognize a variety of ways to exercise and play sports within a neighborhood.</p> <p>Be able to use resources available within the home or neighborhood to create and/ or play games.</p>	<p>Identify/ Utilize community facilities for recreational activities, such as parks, swimming pools, and skating rinks.</p> <p>Identify community programs, such as YMCA/YWCA, Boys/ Girls Clubs, sports camps & leagues</p> <p>Recognize a variety of ways to exercise and play sports within a neighborhood.</p> <p>Be able to use resources available within the home or neighborhood to create and/ or play games.</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE 3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Students will be informed consumers and be able to evaluate facilities and programs. Students will be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1b Demonstrate the ability to locate physical activity information, products, and services.	
Grade 5	Grade 6
<p>EQ: How is there community support for physical activity? Students will be able to locate physical activity information in –</p> <ul style="list-style-type: none"> • phonebook • web searches • community center brochures 	<p>EQ: How is there community support for physical activity? Students will be able to locate physical activity information in –</p> <ul style="list-style-type: none"> • phonebook • web searches • community center brochures
Grade 7	Grade 8
<p>EQ: How is there community support for physical activity? Students will be able to locate physical activity information in –</p> <ul style="list-style-type: none"> • phonebook • web searches • community center brochures <p>Students will design a cumulative project incorporating a letter or presentation to younger students on how to locate physical activity information</p>	<p>EQ: How is there community support for physical activity? Students will be able to locate physical activity information in –</p> <ul style="list-style-type: none"> • phonebook • web searches • community center brochures <p>Students will design a cumulative project incorporating a letter or presentation to younger students on how to locate physical activity information</p>

Physical Education: 5 – 8 Intermediate Scope and Sequence

NYS Standard 3: Resource Management Students will understand and be able to manage their personal and community resources.

Key Idea: PE 3.1 Students will be aware of and able to access opportunities available to them within their community to engage in physical activity. Students will be informed consumers and be able to evaluate facilities and programs. Students will be aware of some career options in the field of physical fitness and sports.

Resource Management

Performance Indicator: PE3.1c Know some career options in the field of physical fitness and sports.

Grade 5	Grade 6
<p>EQ: Where is a good place to learn about career options in the field of physical fitness and sports?</p> <p>Career Day – Listen to a variety of speakers that may have careers in physical fitness and sports</p> <p>Bulletin Board to list and explain various careers available to them within the sports field for each unit taught</p>	<p>EQ: Where is a good place to learn about career options in the field of physical fitness and sports?</p> <p>Career Day – Listen to a variety of speakers that may have careers in physical fitness and sports</p> <p>Bulletin Board to list and explain various careers available to them within the sports field for each unit taught</p>
Grade 7	Grade 8
<p>EQ: Where is a good place to learn about career options in the field of physical fitness and sports?</p> <p>Career Day – Listen to a variety of speakers that may have careers in physical fitness and sports</p> <p>Bulletin Board to list and explain various careers available to them within the sports field for each unit taught</p>	<p>EQ: Where is a good place to learn about career options in the field of physical fitness and sports?</p> <p>Career Day – Listen to a variety of speakers that may have careers in physical fitness and sports</p> <p>Bulletin Board to list and explain various careers available to them within the sports field for each unit taught</p>