

PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Net/Wall Games		Unit 2: Fielding and Striking Games		Unit 3: Weight/Cardiovascular Training	
Priority Standard(s) <ul style="list-style-type: none">Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Priority Standard(s) <ul style="list-style-type: none">Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Priority Standard(s) <ul style="list-style-type: none">Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness	
Supporting Standard(s) <ul style="list-style-type: none">Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) <ul style="list-style-type: none">Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) <ul style="list-style-type: none">Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level
<ul style="list-style-type: none">PE.S1.M11.8 Execute an underhand serve for distance and accuracy for net and wall games, including those from other cultures.PE.S1.M13.8 Demonstrate the mature form of forehand and backhand strokes with a short- or long-handled implement with power and accuracy in net games, including those from other cultures.PE.S1.M15.8 Forehand and backhand volley with a mature form and control using a short handled implement during modified game play, including those from other cultures.PE.S2.M6.8 Create open space in net/wall games with either a long- or short-handled implement by varying force or direction and by moving opponent from side to side and forward and back.PE.S2.M7.8 Vary placement, force, and timing of return to prevent anticipation by opponent.		<ul style="list-style-type: none">PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures.PE.S1.M19.8 Strike an object with an implement for power to open space in a variety of small sided game play, including those from other cultures.PE.S2.M10.8 Analyze and apply defensive strategy by collaborating with teammates to maximize coverage.		<ul style="list-style-type: none">PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components.PE.S3.M5.8 Describe how to improve aerobic capacity, anaerobic capacity, muscular strength, and muscular endurance.PE.S3.M16.8 Participate in moderate to vigorous aerobic and muscle- and bone strengthening physical activity for at least 60 minutes a day at least 5 times a week.	
Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level
Serving <ul style="list-style-type: none">I understand that an underhand serve is a way to hit the ball with an underhand motion to start a		Striking		<ul style="list-style-type: none">I understand: Health-related fitness focuses on physical well-being, while skill-related fitness focuses on athletic performance and motor skills.	

<p>game or point in net/wall games, like volleyball or badminton.</p> <ul style="list-style-type: none">• I understand that the goal of the underhand serve is to hit the ball over the net, with enough distance and accuracy, so the opponent has a difficult time returning it.• I understand that the underhand serve can be used in different net/wall games, and it is an important skill for games from different cultures, like Sepak Takraw.• I understand that a successful underhand serve involves controlling the speed, direction, and height of the ball to make it land in the opponent's court. <p>Forehand/Backhand</p> <ul style="list-style-type: none">• I understand that a mature forehand and backhand stroke involves proper technique, including grip, stance, and body alignment. <p>Volleying</p> <ul style="list-style-type: none">• I understand that a forehand and backhand volley requires quick reflexes and control of the ball while maintaining proper form.• I understand that control and form in volleys are essential for success in modified game play. <p>Strategy</p> <ul style="list-style-type: none">• I understand that power and accuracy in my strokes are important to control the ball effectively during net games.• I understand that creating open space in net games involves using the correct amount of force and direction to move the opponent around the court.• I understand that effective movement of my opponent from side to side and forward and back creates opportunities for me to make an open shot.• I understand that varying the placement, force, and timing of my returns makes it harder for my opponent to predict my next move.		<ul style="list-style-type: none">• I understand how to use an implement (like a bat or club) to strike a stationary object (like a ball or target) with accuracy and power.• I understand the importance of striking with control in a small-sided game.• I understand how different cultures use striking and fielding games and how they may vary in rules or equipment.• I understand how games from different cultures use similar striking techniques for different purposes. <p>Strategy</p> <ul style="list-style-type: none">• I understand the role of defensive strategies in small-sided games to prevent the opposing team from scoring.• I understand the importance of using different strategies in small-sided games to open space and create scoring opportunities.• I understand how teamwork and communication help improve defensive coverage.• I understand how to analyze the opposing team's movements and adjust defensive positioning.		<ul style="list-style-type: none">• I understand: Aerobic capacity is improved with activities that make your heart and lungs work harder, while anaerobic capacity and muscular strength come from high-intensity, short-duration exercises. Muscular endurance can be increased by doing exercises that challenge muscles over longer periods.• I understand: Regular physical activity, including aerobic exercises and muscle- and bone-strengthening activities, helps maintain overall health and should be done most days of the week.	
---	--	---	--	--	--

<ul style="list-style-type: none">• I understand that by changing where I hit the ball, how hard I hit it, and when I return it, I can keep my opponent off balance and create more opportunities to win the point.					
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none">• I can perform an underhand serve with accuracy, aiming to send the ball over the net and into the opponent's side of the court.• I can perform forehand and backhand strokes using both short- and long-handled implements, demonstrating the proper technique with power and accuracy.• I can adjust my strokes to ensure my shots are controlled and placed effectively in different net games.• I can perform forehand and backhand volleys with a mature form and control using a short-handled implement during modified net/wall games.• I can maintain my focus and technique when playing volleys in a variety of game situations.• I can create open space in net/wall games by varying the force and direction of my shots to move my opponent around the court.• I can use strategic placement of the ball to make my opponent move side to side and forward and back, giving me a better chance to score.		<ul style="list-style-type: none">• I can strike a stationary object with an implement, focusing on both accuracy and power.• I can participate in small-sided striking and fielding games, applying strategies to be successful.• I can adapt my skills to different types of striking games from various cultures.• I can apply strategies to open space during small-sided games and create opportunities for my team.• I can participate in games from other cultures and understand the striking techniques used in those games.• I can work with my teammates to create effective defensive strategies and cover areas of the field or court.• I can use defensive strategies to limit the opposing team's opportunities and increase our chances of success.		<ul style="list-style-type: none">• I can: Compare and contrast health-related fitness (like endurance and flexibility) with skill-related fitness (like agility and balance).• I can: Identify exercises that improve aerobic capacity (like running), anaerobic capacity (like sprints), muscular strength (like weight lifting), and muscular endurance (like push-ups or planks).• I can: Engage in 60 minutes of physical activity each day, including activities that strengthen my muscles and bones, five times a week.	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none">• Underhand Serve• Forehand Stroke• Backhand Stroke• Volley• Mature Form• Power• Accuracy• Control• Open Space• Placement• Force• Direction• Timing		<ul style="list-style-type: none">• Implement• Power• Accuracy• Contact• Strategy• Technique• Ball control• Strike Zone• Position• Anticipation• Adjustment• Marking• Defense		<ul style="list-style-type: none">• Set• Rep• Muscular Strength• Muscular Endurance• Body Composition• Cardiovascular Endurance• Power• Stretching• Warm-up• Cool-down• Resistance exercise• Body Weight• Form	

<ul style="list-style-type: none">• Opponent• Anticipation		<ul style="list-style-type: none">• Technique
---	--	---

PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Fitness Activities		Unit 5: Target Games		Unit 6: Lifetime Activities/Outdoor Pursuits	
Priority Standard(s) <ul style="list-style-type: none">Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness		Priority Standard(s) <ul style="list-style-type: none">Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Priority Standard(s) <ul style="list-style-type: none">Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns.	
Supporting Standard(s) <ul style="list-style-type: none">Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Supporting Standard(s) <ul style="list-style-type: none">Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) <ul style="list-style-type: none">Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level
<ul style="list-style-type: none">PE.S3.M2.8 Compare and contrast health-related fitness and skill-related fitness components.PE.S3.M4.8 Describe the role of flexibility in injury prevention.PE.S3.M13.8 Demonstrate basic movements used in other stress-reducing activities such as yoga and tai chi.		<ul style="list-style-type: none">PE.S1.M17.8 Consistently perform a mature throwing pattern, with accuracy and control, for target activity in a small-sided game, including those from other cultures.PE.S1.M18.8 Strike, with an implement, a stationary object for accuracy and power in a small-sided game, including those from other cultures.PE.S2.M8.8 Vary the speed, force, and trajectory of the shot based on the location of the object in relation to the target.		<ul style="list-style-type: none">PE.S1.M21.8 Demonstrate correct technique for basic skills in at least two selected individual performance or outdoor activities.	
Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level
<ul style="list-style-type: none">I understand: Health-related fitness focuses on physical well-being, while skill-related fitness focuses on athletic performance and motor skills.I understand: Flexibility helps the body move more easily and prevents injuries by allowing muscles and joints to stretch without strain.I understand: Aerobic capacity is improved with activities that make your heart and lungs work harder, while anaerobic capacity and muscular		<ul style="list-style-type: none">I understand that a mature throwing pattern involves using the proper form and technique to throw accurately and with control in target games.I understand that striking an object with an implement requires focusing on hitting the target with power and accuracy.I understand that varying the speed, force, and trajectory of my shots can help me improve my accuracy and make my throws or hits more		<ul style="list-style-type: none">I understand how to perform the basic skills in at least two different outdoor activities.I understand the correct techniques used in individual performance sports and outdoor activities to improve my skills.	

<p>strength come from high-intensity, short-duration exercises. Muscular endurance can be increased by doing exercises that challenge muscles over longer periods.</p> <ul style="list-style-type: none"> I understand: Activities like yoga and tai chi use controlled movements and breathing to help reduce stress and improve overall well-being. I understand: Regular physical activity, including aerobic exercises and muscle- and bone-strengthening activities, helps maintain overall health and should be done most days of the week. 		<p>effective.</p>			
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none"> I can: Compare and contrast health-related fitness (like endurance and flexibility) with skill-related fitness (like agility and balance). I can: Explain how stretching and improving flexibility can reduce the risk of injuries in physical activities. I can: Identify exercises that improve aerobic capacity (like running), anaerobic capacity (like sprints), muscular strength (like weight lifting), and muscular endurance (like push-ups or planks). I can: Perform basic yoga poses and tai chi movements to relax my body and mind. I can: Engage in 60 minutes of physical activity each day, including activities that strengthen my muscles and bones, five times a week. 		<ul style="list-style-type: none"> I can consistently use the correct throwing technique with accuracy and control in target games. I can strike a stationary object with an implement to hit the target with accuracy and power in a small-sided game. I can adjust the speed, force, and trajectory of my shots based on where the object is in relation to the target, improving my chances of success. 		<ul style="list-style-type: none"> I can demonstrate the proper techniques for basic skills in at least two different outdoor activities. I can apply the correct form in activities like hiking, biking, or rock climbing to improve my performance. I can keep a log of the time and effort I spend on an activity outside of school. I can analyze my participation in a self-selected activity, like running or swimming, to track improvement and set goals. 	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none"> Health-related fitness Flexibility Stretching Range of motion Muscular endurance Cardiovascular endurance Injury prevention Relaxation Posture Balance Coordination 		<ul style="list-style-type: none"> Implement Throwing pattern Target Trajectory Control Accuracy Strike Variation Force Speed Power 		<ul style="list-style-type: none"> Technique Skills Individual Performance Activities Outdoor Activities Form Movement Patterns Coordination 	

<ul style="list-style-type: none">• Poses• Breathing techniques	<ul style="list-style-type: none">• Strategy	
--	--	--

PLC Question #1: What do we want all students to know and be able to do?

Unit 7: Invasion Games		Unit 8: Team Building		Unit 9:	
Priority Standard(s) <ul style="list-style-type: none">Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns.		Priority Standard(s) <ul style="list-style-type: none">Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		Priority Standard(s) <ul style="list-style-type: none">	
Supporting Standard(s) <ul style="list-style-type: none">Standard 2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance.		Supporting Standard(s) <ul style="list-style-type: none">Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		Supporting Standard(s) <ul style="list-style-type: none">	
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) <ul style="list-style-type: none">Ex. vocabulary, facts, concepts, etc.	DOK Level
<ul style="list-style-type: none">PE.S1.M2.8 Throw with a mature pattern for distance or power appropriate to the activity during small-sided game play, including those from other cultures.PE.S1.M3.8 Catch using an implement in a small-sided game play.PE.S1.M4.8 Pass and receive with an implement in combination with locomotor patterns of running and change of direction, speed and level with competency within small-sided invasion games, including those from other cultures.PE.S1.M8.8 Foot-dribbles or dribbles with an implement with control, changing speed and direction and during small-sided game play, including those from other cultures.PE.S1.M9.8 Shoot on goal for power and accuracy in small-sided invasion games, including those from other cultures.PE.S2.M5.8 Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates, and capitalizing on an advantage.		<ul style="list-style-type: none">PE.S4.M1.8 Independently implement safety protocols and identify the impact of those decisions.PE.S4.M5.8 Independently provide and accept positive and constructive feedback to a peer using clear communication skills, to improve performance.PE.S4.M6.8 Apply negotiation skills and conflict resolution strategies to resolve differences.PE.S4.M7.8 Explain how various factors and solutions influence decision-making.		<ul style="list-style-type: none">	
Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) <ul style="list-style-type: none">Ex. connections, relationships, frameworks, etc.	DOK Level

<ul style="list-style-type: none">• I understand the importance of using the correct throwing technique to control the distance or power needed for the game.• I understand that catching with an implement requires focus and coordination to be successful in small-sided games.• I understand how passing and receiving with an implement while moving helps maintain the flow of the game and creates scoring chances.• I understand that controlling the ball while dribbling allows me to make quick decisions and change my play based on the situation.• I understand that shooting with both power and accuracy increases my chances of scoring in a game.• I understand the need to transition quickly between offense and defense, stay aware of the game situation, and support my teammates to take advantage of scoring opportunities.		<ul style="list-style-type: none">• I understand the importance of safety protocols in keeping everyone safe during activities.• I understand how my actions, like using proper equipment or following safety rules, can help prevent accidents.• I understand how giving and receiving feedback can help us improve as a team.• I understand the difference between positive and constructive feedback, and why both are important.• I understand that disagreements can happen in teams, but they can be solved by listening and working together.• I understand how different strategies, like compromising or finding a middle ground, can help resolve conflicts.• I understand how the factors involved in a situation (such as resources, people's strengths, or risks) affect the decisions we make.• I understand that decision-making can be influenced by different perspectives and finding the best solution for the team.		<ul style="list-style-type: none">•	
Students will do (active application)	DOK Level	Students will do (active application)	DOK Level	Students will do (active application)	DOK Level
<ul style="list-style-type: none">• I can throw with a mature pattern for distance or power appropriate for the game, such as in small-sided invasion games.• I can catch using an implement (like a bat, racket, or stick) during a small-sided game.• I can pass and receive with an implement while moving and changing direction, speed, and level during a small-sided game.• I can foot-dribble or dribble with an implement, controlling the ball, and changing speed and direction in a small-sided game.• I can shoot on goal with power and accuracy during a small-sided invasion game.• I can transition quickly between offense and defense, communicate with my teammates, and take advantage of scoring opportunities during gameplay.		<ul style="list-style-type: none">• I can follow safety protocols on my own during team activities.• I can recognize how the decisions I make about safety can affect myself and my team.• I can give my teammates helpful feedback in a clear and respectful way.• I can accept feedback from others and use it to improve my performance.• I can use negotiation skills to work through disagreements with teammates.• I can apply conflict resolution strategies to find solutions that make everyone happy.• I can consider different factors (like time, resources, and safety) when making decisions with my team.• I can explain how the choices we make as a team can impact the outcome of an activity.		<ul style="list-style-type: none">•	
Domain-specific Vocabulary		Domain-specific Vocabulary		Domain-specific Vocabulary	
<ul style="list-style-type: none">• Distance• Power• Accuracy		<ul style="list-style-type: none">• Precaution• Communication (Verbal, Non-verbal etc.)• Safety Protocols		<ul style="list-style-type: none">•	

<ul style="list-style-type: none">• Precision• Implement• Hand-Eye Coordination• Reaction Time• Reception• Footwork• Timing• Ball Control• Coordination• Goal-Scoring• Offense• Defense• Transition	<ul style="list-style-type: none">• Hazard Identification• Safety Compliance• Feedback (Positive and Constructive)• Conflict Resolution• Perspective• Resources• Strategy	
---	---	--