

Mokena SD 159 Physical Education Curriculum Map

Year at a Glance

Quarter 1	Quarter 2	Quarter 3	Quarter 4		
<p>Unit 1 Soccer</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 2 Ultimate Frisbee</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 3 Flag Football</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 4 Softball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p>	<p>Unit 5 Speed Ball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 6 Basketball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 7 Tchoukball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B.3a, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 8 Spikeball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p>	<p>Unit 9 Floor Hockey</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 10 Badminton</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 11 Volleyball</p> <p>(19.A., 19.A.3a, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 12 Fitness (Q2&3)</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B.3b, 20.A., 20.A.3a, 20.A.3b, 20.B., 20.B.3a, 20.B.3b, 20.B.3c, 20.C., 20.C.3a, 20.C.3b, 20.C.3c, 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3c)</p>	<p>Unit 13 Pickleball</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 13 Disc Golf</p> <p>(19.A., 19.A.3a, 19.A.3b, 19.B., 19.B.3a, 19.B.3b, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B., 21.B.3a, 22.A.3b, 23.D.3a, 24.A.3b, 24.C.3a)</p> <p>Unit 14 Team-Building</p> <p>(19.C.3a, 19.C.3b, 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a, 24.A., 24.A.3b, 24.C.3a)</p> <p>Unit 15 Olympics</p> <p>(19.A.3a, 19.A.3b, 19.B.3a, 19.C., 19.C.3a, 19.C.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a, 22.A.3b, 24.A., 24.A.3b, 24.C.3a)</p> <p>Unit 16 Health (Q1-4)</p> <p>(22.A.3c, 23.A., 23.A.3a, 23.B.3a, 24.A., 24.A.3a)</p>		
Movement and Motor Skills	Physical Fitness	Teamwork	Health	Body Systems	Communication & Decision Making

Mokena SD 159 Physical Education Curriculum Map

Unit 1

Soccer

Student Learning Goals

Students will:

- demonstrate competency while playing soccer by correctly demonstrating how to pass a soccer ball in a stationary position. (19.A)
- demonstrate control by properly dribbling a soccer ball with both feet while running. (19.A.3a)
- demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19. A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c)
- use strategies that I have learned in class to move the soccer ball up and down the field. (19.B)
- trap the soccer ball and pass it using the one-touch method. (19.B.3a)
- demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a)
- demonstrate knowledge of the rules by a self-refereed game of soccer. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- identify and apply rules regarding different types of violations during a self-refereed game of soccer. (19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b)
- use strategies I have learned in class to successfully play 6 on 6 scrimmages by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a)

Physical Education and Health Standards

- **STATE GOAL 19:** Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
 - 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
 - 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
 - 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns.
 - 19.B. Analyze various movement concepts and applications.
 - 19.B.3a: Compare and contrast efficient and inefficient movement patterns.
 - 19.B.3b: Understand multiple movement patterns and their effects on the brain
 - 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity.
 - 19.C.3a: Apply rules and safety procedures in physical activities.
 - 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.
- **STATE GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 - 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
 - 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness.
- **STATE GOAL 21:** Develop skills necessary to become a successful member of a team by working with others during physical activity.
 - 21.A. Demonstrate personal responsibility during group physical activities
 - 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
 - 21.A.3b: Participate in establishing procedures for group physical activities.
 - 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Dribble/Pass/Shoot/Trap ● Midfield/Forward/Goalie/Defense ● Sideline/Goalie Box ● Throw-in/Kick-Off ● Goal Kick/Corner Kick/Penalty Kick/Free Kick ● Goal ● Handball/Foul 	<ul style="list-style-type: none"> ● Kickballs/Dodgeballs ● Smaller fields ● Simplified drills and games ● Additional goals ● Additional soccer balls ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Soccer Balls/Cones/Soccer Goals 			

Mokena SD 159 Physical Education Curriculum Map

Unit 2

Ultimate Frisbee

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Ultimate Frisbee by correctly demonstrating how to throw a Frisbee. (19.A) ○ demonstrate control by throwing a Frisbee, using the proper form, from a stationary position. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies I have learned in class to move the Frisbee up and down the field. (19.B, 19.B.3a) ○ catch the Frisbee using different methods that I have learned in class. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ apply knowledge of the rules by participating in a self-refereed game of Ultimate Frisbee. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ identify and apply rules regarding different types of fouls during a self-refereed game of Ultimate Frisbee. (19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ use strategies I have learned in class to successfully play 6 on 6 scrimmages by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23. D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations
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Common Assessments	Vocabulary	Adapted PE/Accommodations
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Pancake/One-handed/Two-handed catch ● Step/Flick/Point ● Forehand/Backhand ● Touchdown/Throw-off ● Offense/Defense ● Endzone/Throw-off line ● Stall Count/Violation/Turnover 	<ul style="list-style-type: none"> ● Foam Frisbees ● Smaller Fields ● Soft Footballs ● Simplified drills and games ● Simplified rules
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Core Resources and Equipment

<ul style="list-style-type: none"> ● Frisbees/Footballs (for 6th grade Flickerball)/Cones
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Mokena SD 159 Physical Education Curriculum Map

Unit 3

Flag Football

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Flag Football by passing to a teammate while on the move and understanding where to go based on the position I am playing. (19.A) ○ demonstrate catching and passing in a stationary position with a partner, while using the proper form. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ run a variety of routes in the right direction in order to catch a pass. (19.B) ○ pass to my teammates while moving and receive a pass back by communicating in order to move the football towards the end zone. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate a self-refereed game of flag football with the knowledge of rules and regulations of the game. (19.C, 24.A.3b) ○ Identify and apply rules regarding different types of violations in Flag Football. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ know the rules and regulations of Flag Football. (19.C.3a) ○ use strategies that I have learned in class to successfully play 7 on 7 scrimmages by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Post/Hitch/Corner/Slant/Out ● Endzone/Touchdown/Touchback line ● Violation/Flag guarding/Safety/Holding ● Quarterback/Running back/Lineman, Receiver 	<ul style="list-style-type: none"> ● Dodgeballs/Foam Footballs ● Smaller fields ● Simplified drills and games ● Additional footballs ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Footballs ● Cones 			

Mokena SD 159 Physical Education Curriculum Map

Unit 4

Softball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Softball by working with my teammates to score runs during a scrimmage game and by making contact with the softball with a bat. (19.A) ○ demonstrate catching a fly ball and throwing the ball to first base. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19. A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ field the ball and make the correct choice on where to throw the ball in order to get the batter/base runner out. (19.B) ○ identify the different positions in softball. (19.B) ○ throw the softball to my target get behind the ball in order to catch it (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate a self-administered game of Softball by correctly applying the rules and regulations of the game. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ identify and apply the difference between a fair and foul ball. (19.C.3a) ○ use strategies that I have learned in class to successfully play 10 on 10 scrimmages by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

		<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 	
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● First base/Second base/Third Base <ul style="list-style-type: none"> ○ Positions & bases ● Single/Double/Triple/Homerun/Grand-Slam ● Strike/Foul ball/Pop-up/Out ● Pitcher/Catcher/Outfield/ 	<ul style="list-style-type: none"> ● Batting Tee ● Plastic Bat ● Wiffle Ball ● Simplified drills and games ● Additional footballs ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Softballs ● Bases ● Bat 			

Mokena SD 159 Physical Education Curriculum Map

Unit 5

Speedball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Speedball by working with my teammates to score points during a scrimmage game. (19.A, 21.A, 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate each type of "conversion." (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies that I have learned in class to score a point with my teammates during tournament play at the end of the Speedball unit. (19.B.) ○ shoot the ball into the goal using the different types of shots. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate knowledge of the rules by a self-refereed game of Speedball. (19.C, 24.A.3b) ○ identify and apply rules regarding different types of fouls. (19.C.3a) ○ know the rules and regulations of Speedball. (19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c) ○ use strategies that I have learned in class to successfully play 8 on 8 scrimmages by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a,, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23. Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23. D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations
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Common Assessments	Vocabulary	Adapted PE/Accommodations
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Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Goal ● Forward/Center/Goalie/Defense ● Goalie Box ● Jump ball/Throw-in ● Violation/Foul/Handball/Free Kick ● Conversion: <ul style="list-style-type: none"> ○ Self/Partner/Wall/One-foot & Two-foot 	<ul style="list-style-type: none"> ● Additional Dodgeballs ● Simplified drills and games ● Simplified rules
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Core Resources and Equipment

<ul style="list-style-type: none"> ● Dodgeballs ● Cones ● Soccer Nets
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Mokena SD 159 Physical Education Curriculum Map

Unit 6

Basketball

Student Learning Goals

Students will:

- demonstrate competency while playing basketball by working with my teammates to pass and communicate in order to score a basket. (19.A., 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- chest pass, bounce pass, and overhead pass while remaining stationary. (19.A.3a)
- demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c)
- use strategies that I have learned in class to successfully play defense and offense during tournament play at the end of the basketball unit. (19.B.)
- shoot a basket from the free-throw line using the proper form. (19.B.3a)
- demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a)
- demonstrate knowledge of the rules by a self-refereed game of basketball. (19.C., 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b)
- identify and apply rules regarding different types of shots. (19.C.3a)
- use strategies that I have learned in class to successfully play a 5 on 5 using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a)

Physical Education and Health Standards

- **STATE GOAL 19:** Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
 - 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
 - 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
 - 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns.
 - 19.B. Analyze various movement concepts and applications.
 - 19.B.3a: Compare and contrast efficient and inefficient movement patterns.
 - 19.B.3b: Understand multiple movement patterns and their effects on the brain
 - 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity.
 - 19.C.3a: Apply rules and safety procedures in physical activities.
 - 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.
- **STATE GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 - 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
 - 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness.
- **STATE GOAL 21:** Develop skills necessary to become a successful member of a team by working with others during physical activity.
 - 21.A. Demonstrate personal responsibility during group physical activities
 - 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
 - 21.A.3b: Participate in establishing procedures for group physical activities.

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Dribble ● Shoot/Foul shot/lay-up/3-point shot ● Pass/Chest pass/Overhead pass/bounce pass ● Jumpball ● Point guard/Forward/Center/Guard ● Man-to-man Defense/Zone Defense 	<ul style="list-style-type: none"> ● Extra Basketballs ● Dodgeballs ● Shorter Nets ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Basketballs ● Basketball Nets 			

Mokena SD 159 Physical Education Curriculum Map

Unit 7

Tchoukball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Tchoukball by consistently taking my three allowed steps when given the ball. (19.A., 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate control by successfully passing to a teammate while stationary. (19.A.3a, 21.B.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies that I have learned in class to work towards the correct rebounder in order to maximize my team's chances to score. (19.B.) ○ demonstrate successful defense by allowing the other team to pass to one another and demonstrate successful defense by catching their shots off of the rebounders. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate knowledge of the rules by playing by the rules. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ identify and apply at least three rules regarding different types of penalties. (19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c) ○ use strategies I have learned in class to successfully play Tchoukball using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19. A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Rebound/Defense/ ● Violation/Turnover ● Forbidden Zone ● Throw-in ● Defense/Offense 	<ul style="list-style-type: none"> ● Extra Tchoukballs ● Dodgeballs ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Tchoukballs ● Tchoukball Rebounders ● Cones 			

Mokena SD 159 Physical Education Curriculum Map

Unit 8

Spikeball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency, while playing Spikeball, by working with my partner to successfully pass the ball three times before attacking the net. (19.A., 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate control by properly serving the ball so that it is playable by the opposing team. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use movement strategies that I have learned in class to include my partner and work together. (19.B., 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate an understanding of force by producing different types of shots in a rally. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate knowledge of the rules by playing by the rules. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ identify and apply at least three rules regarding different types of violations. (19.C.3a) ○ use strategies that I have learned in class to successfully play Spikeball with a partner using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19. A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19. B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Pass/Serve/Spike ● Hinder/Pocket ● Rally Scoring 	<ul style="list-style-type: none"> ● Larger Spikeballs ● Larger Nets ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Spikeballs ● Spikeball Nets 			

Mokena SD 159 Physical Education Curriculum Map

Unit 9

Floor Hockey

Student Learning Goals

Students will:

- demonstrate competency while playing Floor Hockey by passing to a teammate while on the move. I can also demonstrate competency by displaying an understanding of where to go based on the position I am playing. (19.A, 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- demonstrate trapping and passing in a stationary position with a partner using the proper form. (19.A.3a)
- I can demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c)
- I can pass to my teammates while moving and receive a pass back by communicating in order to move the puck up and down the court. (19.B, 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- I can shoot the puck with the proper form of a wrist shot. (19.B.3a)
- I can demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a)
- I can demonstrate a self-refereed game of Floor Hockey as well as knowledge of rules and regulations of floor hockey on a written exam. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b)
- I can identify and apply rules regarding different types of fouls and the consequences of a violation. I can also display knowledge of rules and regulations of Floor Hockey on a written exam. (19.C.a, 19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a)
- I can use strategies I have learned in class to successfully play 6 on 6 scrimmages by using good sportsmanship and correctly answering questions regarding various strategies and positions on a written exam. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a)

Physical Education and Health Standards

- **STATE GOAL 19:** Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
 - 19.A Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
 - 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
 - 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns.
 - 19.B. Analyze various movement concepts and applications.
 - 19.B.3a: Compare and contrast efficient and inefficient movement patterns.
 - 19.B.3b: Understand multiple movement patterns and their effects on the brain
 - 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity.
 - 19.C.3a: Apply rules and safety procedures in physical activities.
 - 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.
- **STATE GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 - 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
 - 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness.
- **STATE GOAL 21:** Develop skills necessary to become a successful member of a team by working with others during physical activity.
 - 21.A. Demonstrate personal responsibility during group physical activities
 - 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
 - 21.A.3b: Participate in establishing procedures for group physical activities.

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 	
Common Assessments	Vocabulary	Adapted PE/Accommodations
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Pass/Trap/Stick handle ● Wrist shot ● Goal ● Defense/Wing/Forward/Center/Goalie ● Offense/Defense
Core Resources and Equipment		
<ul style="list-style-type: none"> ● Foam Balls ● Hockey Sticks ● Hockey Goals ● Mats 		

Mokena SD 159 Physical Education Curriculum Map

Unit 10

Badminton

Student Learning Goals

Students will:

- demonstrate competency while playing Badminton by being able to serve a birdie over the net and into the correct zone. (19.A, 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- demonstrate volleying back and forth with a partner. (19.A.3a)
- demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19. A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c)
- demonstrate the correct way to rotate for serving. (19.B, 21.A., 21.A.3a, 21.A.3b, 21.A.3c)
- hit the birdie using the “clear” shot and identify the different types of shots on a test. (19.B.3a)
- demonstrate an understanding of the effect of movement and physical activity on the brain. (19. B.3b, 23. D.3a)
- demonstrate a self-refereed game of Badminton. I can also demonstrate knowledge of the rules of Badminton on a written assignment. (19.C, 24.A.3b)
- identify and apply rules regarding the different servers and receivers. (19.C.3a, 19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a)
- use strategies that I have learned in class to successfully play 2 on 2 scrimmages, while demonstrating good sportsmanship, at the end of the Badminton unit. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a)

Physical Education and Health Standards

- **STATE GOAL 19:** Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
 - 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.
 - 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.
 - 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns.
 - 19.B. Analyze various movement concepts and applications.
 - 19.B.3a: Compare and contrast efficient and inefficient movement patterns.
 - 19. B.3b: Understand multiple movement patterns and their effects on the brain
 - 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity.
 - 19.C.3a: Apply rules and safety procedures in physical activities.
 - 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.
- **STATE GOAL 20:** Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
 - 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
 - 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness.
- **STATE GOAL 21:** Develop skills necessary to become a successful member of a team by working with others during physical activity.
 - 21.A. Demonstrate personal responsibility during group physical activities
 - 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
 - 21.A.3b: Participate in establishing procedures for group physical activities.

Mokena SD 159 Physical Education Curriculum Map

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23. D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 	
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Birdie/Racket ● Clear/Drop/Smash ● Volley/Underhand serve/Backhand serve ● Service Box/Even right/Odd left ● Rally scoring 	<ul style="list-style-type: none"> ● Shorter rackets/pickleball paddles ● Larger birdies (balloons, beach balls, foam balls) ● Lower nets ● Larger Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Badminton Nets ● Rackets & Birdies ● Floor Tape 			

Mokena SD 159 Physical Education Curriculum Map

Unit 11

Volleyball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing volleyball by demonstrating the ability to underhand serve the ball over the net. (19.A, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ pass the volleyball to my target using the proper form of the underhand pass. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19. A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies I have learned in class to successfully rotate in the correct direction. (19.B, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ rally with a partner by passing underhand as well as overhand at least 3 times. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19. B.3b, 23. D.3a) ○ demonstrate a self-refereed game of volleyball. I can also correctly answer questions regarding rules and regulations of volleyball on a written assignment. (19.C, 24.A.3b) ○ identify and apply rules regarding different types of violations during a written exam at the end of the volleyball unit. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a) ○ use strategies I have learned in class in order to successfully play a 6 on 6 tournament play at the end of the volleyball unit. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19. B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

		<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23: Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 	
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Pass/Set/Hit/Block ● Overhand serve/Underhand serve ● Rotation ● Rally ● Lift/Double Hit/Net Violation 	<ul style="list-style-type: none"> ● Use lighter volleyballs/balloons/beach balls ● Lower nets ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Volleyball Nets ● Volleyballs 			

Mokena SD 159 Physical Education Curriculum Map

Unit 12

Fitness

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ apply the principles and components of health-related fitness during the fitness unit by correctly identifying the 5 components of fitness on a written exam. (20.A., 20.A.3b) ○ describe the benefits of maintaining a health enhancing level of fitness using the principles of training on a written assignment. (20.A., 20.A.3a, 20.A.3b) ○ demonstrate regular participation in physical activity by dressing for PE class, staying safe when using the fitness equipment, and actively participating on a daily basis. (19.A, 19.A.3a, 19.A.3b, 20.A.3b, 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3c) ○ Explain how the brain is affected by movement. (23.D.3a) ○ assess my own fitness level by comparing my fitness testing scores from the Fall results to the Spring results. (20.B.) ○ assess my own fitness level by checking my heart rate before and after the class activity and by finding the different parts of the body that can be used to test my pulse. (20.B.3a) ○ assess my own fitness level by comparing my test results to the healthy fitness zone. (20.B.3b) ○ demonstrate an understanding of the benefits of daily physical activity in and out of school on a written exam. (19.B.3b, 20.B.3c, 20.C.3b) ○ improve my fitness level by creating short-term goals after reviewing my FitnessGram scores and following through with my goals plan in order to achieve it. (20.C.) ○ improve my fitness level by creating short-term goals after reviewing my FitnessGram scores. (20.C.3a, 20.C.3c) ○ apply the principles and components of health-related fitness during the fitness unit by correctly choosing an exercise to its health-related fitness component. (20.A.3b, 20.C.3b) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19. A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19. B.3b: Understand multiple movement patterns and their effects on the brain ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3a: Identify the principles of training: frequency, intensity, time and type (FITT) ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ○ 20.B. Assess individual fitness levels. <ul style="list-style-type: none"> ■ 20.B.3a.: Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology. ■ 20.B.3b.: Evaluate the strengths and weaknesses contained in a personal fitness profile. ■ 20.B.3c.: Discuss and understand the importance of fitness as it relates to academic performance ○ 20.C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan <ul style="list-style-type: none"> ■ 20.C.3a.: Set realistic short-term and long-term goals for a health-related fitness component.

Mokena SD 159 Physical Education Curriculum Map

<ul style="list-style-type: none"> ○ demonstrate an understanding of reps vs. sets on a written assignment. (20.C.3c) 	<ul style="list-style-type: none"> ■ 20.C.3b.: Identify opportunities within the community for regular participation in physical activities. ■ 20.C.3c.: Apply the principles of training to the health-related fitness goals. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3c: Explain routine safety precautions in practical situations. ● STATE GOAL 23. Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement.
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Common Assessments	Vocabulary	Adapted PE/Accommodations
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<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Cardiovascular/Muscular Endurance ● Flexibility/Strength/RPM/Resistance ● Healthy Fitness Zone ● Warm-up/Cool down/Set/Rep ● Resting/Target/Maximum Heart rate ● Short/Long-term goal 	<ul style="list-style-type: none"> ● Lighter weights ● Larger stationary machines ● Simplified workouts
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Core Resources and Equipment

<ul style="list-style-type: none"> ● Weights ● Spin Bikes/Rowers ● Heart Rate Monitors

Mokena SD 159 Physical Education Curriculum Map

Unit 13

Pickleball

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Pickleball by correctly demonstrating how to serve a Pickleball. (19.A, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate control by properly serving the ball into the correct service court. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies that I have learned in class to use various types of shots. (19.B, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ demonstrate switching courts in doubles play. (19.B.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ demonstrate knowledge of the rules by correctly self-referring a game to ensure safety and correctly answering questions on a written assignment. (19.C, 19.C.3a, 24.A.3b) ○ identify and apply at least three rules regarding different types of violations in Pickleball. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a) ○ use strategies that I have learned in class to successfully play with a partner by using good sportsmanship and correctly answering questions regarding the rules and various strategies on a written exam. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19. A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities.

Mokena SD 159 Physical Education Curriculum Map

		<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23. Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23. D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 	
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Underhand/Backhand serve ● Right/Left service court ● Volley/Smash shot ● Alternate hit ● Double bounce ● Fault 	<ul style="list-style-type: none"> ● Larger pickle balls ● Smaller courts ● Lower nets ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Pickleball Nets ● Pickleballs ● Paddles 			

Mokena SD 159 Physical Education Curriculum Map

Unit 14

Disc Golf

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ demonstrate competency while playing Disc Golf by correctly demonstrating how to throw a disc. (19.A) ○ demonstrate control by throwing a disc, using the proper form, from a stationary position. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ use strategies I have learned in class to throw the disc as close as possible to the target. (19.B, 19.B.3a) ○ Keep score using methods that I have learned in class. (19.C.3a) ○ demonstrate an understanding of the effect of movement and physical activity on the brain. (19.B.3b, 23.D.3a) ○ apply knowledge of the rules by participating in a self-refereed game of Disc Golf. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ identify and apply rules regarding different types of violations during a self-refereed game of Disc Golf. (19.B.3a, 19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ use strategies I have learned in class to successfully play 1 on 1 games by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 21.B, 21.B.3a, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19. A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ■ 19.B.3b: Understand multiple movement patterns and their effects on the brain ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities.

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 23. Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness <ul style="list-style-type: none"> ■ 23.D.3a: Explain how the brain is affected by movement. ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Target ● Putt ● Tee-Off/Fore ● Stroke ● Par/Birdie/Bogie/Eagle ● Hole-in-one 	<ul style="list-style-type: none"> ● Closer/larger targets ● Foam Frisbees ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Discs ● Targets ● Cones 			

Mokena SD 159 Physical Education Curriculum Map

Unit 15

Team Building

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ follow directions from teachers by listening to what they say and doing what I am told in a respectful manner. (19.C.3a, 19.C.3b, 21.A.3a, 21.A.3c, 21.B.3a) ○ participate in establishing procedures for group physical activities by leading my group, listening to their ideas, and collaborating with one another. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a) ○ demonstrate independency by remaining engaged during physical activities, regardless of distraction. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a) ○ demonstrate cooperation with my group by working respectfully with others in order to set group and individual goals. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a, 24.A, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors). ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations

Mokena SD 159 Physical Education Curriculum Map

Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Teamwork ● Communication ● Respect ● Cooperation ● Listen 	<ul style="list-style-type: none"> ● Extra Team building equipment ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● Mats ● Tug-of-war rope ● Omnikin Ball ● Parachute ● Jump ropes ● Cones ● Hockey Sticks ● Scooters ● Small Ropes ● Blindfolds 			

Mokena SD 159 Physical Education Curriculum Map

Unit 16

Olympics

Student Learning Goals	Physical Education and Health Standards
<p>Students will:</p> <ul style="list-style-type: none"> ○ follow directions from teachers by listening to what they say and doing what I am told in a respectful manner. (19.C.3a, 19.C.3b, 21.A.3a, 21.A.3c, 21.B.3a) ○ participate in establishing procedures for group physical activities by leading my group, listening to their ideas, and collaborating with one another. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a) ○ demonstrate independency by remaining engaged during physical activities, regardless of distraction. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a) ○ demonstrate cooperation with my group by working respectfully with others in order to set group and individual goals. (21.A.3a, 21.A.3b, 21.A.3c, 21.B.3a, 24.A, 24.A.3b, 24.C.3a) ○ demonstrate control by using the proper form of reviewed skills during gameplay depending on the event. (19.A.3a) ○ demonstrate daily physical activity participation by participating to the best of my ability in PE class and earning my daily points. (19.A.3b, 20.A.3b, 21.A., 21.A.3a, 21.A.3c) ○ apply knowledge of the rules by participating in a self-refereed game of Disc Golf. (19.C, 21.A., 21.A.3a, 21.A.3b, 21.A.3c) ○ identify and apply rules regarding different types of violations during self-refereed events. (19.B.3a, 19.C.3a, 21.A, 21.A.3a, 21.A.3b, 21.A.3c, 24.A.3b) ○ use strategies I have learned in class to successfully play reviewed games by using good sportsmanship, playing safe, rules of the game, and strategies. (19.C.3b, 21.A., 21.A.3a, 21.A.3b, 21.A.3c, 22.A.3b, 24.A.3b, 24.C.3a) 	<ul style="list-style-type: none"> ● STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity. <ul style="list-style-type: none"> ○ 19.A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities. <ul style="list-style-type: none"> ■ 19.A.3a: Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports. ■ 19.A.3b: Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional communication movement patterns. ○ 19.B. Analyze various movement concepts and applications. <ul style="list-style-type: none"> ■ 19.B.3a: Compare and contrast efficient and inefficient movement patterns. ○ 19.C. Demonstrate knowledge of rules, safety and strategies during physical activity. <ul style="list-style-type: none"> ■ 19.C.3a: Apply rules and safety procedures in physical activities. ■ 19.C.3b: Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports. ● STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. <ul style="list-style-type: none"> ○ 20.A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities. <ul style="list-style-type: none"> ■ 20.A.3b: Identify and participate in activities associated with the components of health related and skill related fitness. ● STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity. <ul style="list-style-type: none"> ○ 21.A. Demonstrate personal responsibility during group physical activities <ul style="list-style-type: none"> ■ 21.A.3a: Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders). ■ 21.A.3b: Participate in establishing procedures for group physical activities. ■ 21.A.3c: Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

Mokena SD 159 Physical Education Curriculum Map

	<ul style="list-style-type: none"> ○ 21.B. Demonstrate cooperative skills during structured group physical activity. <ul style="list-style-type: none"> ■ 21.B.3a: Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22.A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3b: Identify how positive health practices and relevant health care can help reduce health risks ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3b: Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). ○ 24.C. Demonstrate skills essential to enhancing health and avoiding dangerous situations <ul style="list-style-type: none"> ■ 24.C.3a: Apply refusal and negotiation skills to potentially harmful situations 		
Common Assessments		Vocabulary	Adapted PE/Accommodations
Formative Assessments: <ul style="list-style-type: none"> ● Unit Worksheet ● Exit Slips ● Teacher Observation 	Summative Assessment: <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● All vocabulary is a review of previous units that have been documented. 	<ul style="list-style-type: none"> ● Additional equipment ● Simplified drills and games ● Simplified rules
Core Resources and Equipment			
<ul style="list-style-type: none"> ● All equipment that was used throughout the year. Every 3 days is a new event/activity that was previously played at one point during the year. 			

Mokena SD 159 Physical Education Curriculum Map

Unit 17

Health

Student Learning Goals		Physical Education and Health Standards	
<p>Students will:</p> <ul style="list-style-type: none"> ○ Identify what to do in a situation that involves drowning (flip, float, follow). (22.A.3c) ○ Demonstrate what to do in a situation that involves an uncontrolled fire. (22.A.3c) ○ Identify the body systems. (23.A.) ○ Discuss how the body systems interact with one another. (23.A., 23.A.3a) ○ Discuss the effects of social media and cyber-bullying and how to prevent it. (24.A., 24.A.3a) ○ Discuss the effects of drug and steroid use (23.B.3a) <ul style="list-style-type: none"> ● These goals are covered by guest speakers on topics such as water safety, fire safety, cyber bullying, and drug use. All other Health goals are covered through Lion's Quest or throughout the rest of the previously stated curriculum. ● 22.A.3d, 22.B.3a, 22.c.3a, 22.C.3b, 22.D.3a, 24.A.3a, 24.A.3c, 24.B.3a are all covered in Lion's Quest. Goal 22.A.3d is also covered with Reality Store in 8th grade. 		<ul style="list-style-type: none"> ● STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury. <ul style="list-style-type: none"> ○ 22A. Explain the basic principles of health promotion, illness prevention and safety <ul style="list-style-type: none"> ■ 22.A.3c: Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian). ● STATE GOAL 23. Understand human body systems and factors that influence growth and development. <ul style="list-style-type: none"> ○ 23.A. Describe and explain the structure and functions of the human body systems and how they interrelate. <ul style="list-style-type: none"> ■ 23.A.3a: Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain). ○ Explain the effects of health-related actions on the body systems. <ul style="list-style-type: none"> ■ 23.B.3a: Explain the effects of health related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use). ● STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills. <ul style="list-style-type: none"> ○ 24.A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict. <ul style="list-style-type: none"> ■ 24.A.3a: Describe possible causes and consequences of conflict and violence among youth in schools and communities. 	
Common Assessments		Vocabulary	Adapted PE/Accommodations
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Class Discussion ● Exit Slips 	<p>Summative Assessment:</p> <ul style="list-style-type: none"> ● Written Exam 	<ul style="list-style-type: none"> ● Flip/Float/Follow ● Fire Extinguisher/Stop/Drop/Roll ● Cyber-Bullying ● Digestive/Respiratory/Muscular/Skeletal Systems 	<ul style="list-style-type: none"> ● Simplified explanation