K – 8th Physical Education Curriculum Map

Kindergarten – 1st Grade

Swimming
Objective/Teaching Questions
Why do I need to know how to swim?
What are the correct arm and leg positions for each swim stroke?
What can you do to swim faster?

Course Content
Review front crawl, backstroke, breaststroke, and treading water.
Moving across pool using just your arms, legs, straight legs only, bending legs at the knee, dog paddle,
breast stroke, and treading water for a certain amount of time.

Skills Enhanced
Demonstrate basic swim strokes (crawl, back, and breast)
Demonstrate proper breathing techniques.
Explore different movements.

Listening Skills/ Cooperative Games
Objective/Teaching Questions
Why is it important to follow directions?
What is cooperation?
Why is cooperation important?

Course Content
Students will use a Simon says format for warming up their skills.
Students will move across the floor practicing their different motor skills.
Students will learn to use the imagination to imitate animals and objects adding sounds while they
move around the gym area.
Students will be in various lines and given directives. They will have to execute different maneuvers
while traveling across the floor and back. Sometimes the instructor will demonstrate and explain,
and sometimes only directives will be used.

Skills Enhanced
Students listen, watch, imitate teammates while executing different movements
patterns and skills.
Students will learn to take turns and work in small and large groups.

Throwing/Catching/Dodging
Objective/Teaching Questions
What sports use throwing and catching as essential skill?
What is agility?
How does dodging work on agility?

Course Content
Demonstrate proper throwing techniques.
Students learn different games that have throwing and catching as major skill.
Students learn to move safely around in a large space without coming in contact with other students.

Skills Enhanced
Students will learn to hold the ball above their elbows high.
Students will point with the opposite hand at the target, while stepping with the same (opposite
foot). Students will learn opposition and transfer of weight while learning how to throw.
Students will learn to dodge many different ways and learn to change direction quickly.
Listening and Following Direction Relays

Objective/Teaching Questions
Can students listen to a set of instructions, comprehend and execute the relays correctly?
Can students demonstrate various loco-motor movement patterns in relay race style?
Can students stay on task even when not doing the physical?
Can the students at the end of activity, discuss and possibly explain the value of the races either one race or all combined?

Course Content
Listening and following directions.
Demonstrate various basic loco-motor movement patterns.
Demonstrate teamwork and cooperation skills.

Skills Enhanced
Running, jogging, skipping, galloping, back pedal, side shuffle, grapevine, crab walk, bear crawl, jumping, hopping, leaping, agility, speed, jumping jack, crunches.

Striking Skills

Objective/Teaching Questions
How is the striking surface essential to where the ball will go?
How does striking a ball with a bat, paddle, racquet relate to sports you are familiar with?

Course Content
Students will experience a number of different striking skills and equipment.
Students will see how different sizes of balls and different striking equipment produces different results.

Skills Enhanced
Each day students will go to a number of stations. At the end of the unit the students will apply their striking skills in a game (How Far with batting tees, a beach volleyball game, foam ball and low tennis net)

Soccer

Objective/Teaching Questions
Will the student be successful dribbling the ball?
Will the student be successful kicking the ball?
Will the student be successful in trapping the ball?
Will the student be successful in shooting the ball?
Will the student be successful in passing the ball?

Course Content
Trapping / Passing / Dribbling / Shooting

Skills Enhanced
Passing the ball back and forth with a partner using both inside and the outside of the foot.
Passing and trapping the ball back and forth with a partner.
Dribbling the ball in and out of cones using the inside and outside of the foot.
Ultimate

Objective/Teaching Questions
Will student become successful throwing various balls and Frisbee?
Will the student become successful catching various objects?
Will the student understand the concepts of man to man defense?
Will the student understand the rules of the game?

Course Content
Fundamental skills of throwing and catching objects.
Using skills with a partner.
Applying the skills successfully in a game.
Use several types of balls including: small gator skin ball, football, large gator skin ball, and Frisbee.

Skills Enhanced
Throwing a ball using the overhead, sidearm, and underhand throw.
Catching the ball with thumbs together when the ball is caught above the waist.
Catching the ball with pinkies together when the ball is caught below the waist.
Throwing the ball to a moving target. Catching the ball while moving.
Transition quickly and using deceptive motion offense and good defensive skills while on defense.

Balls and Paddles

Objective/Teaching Questions
Does the student demonstrate the ability to balance a ball on a paddle for at least five seconds?
Does the student demonstrate the ability to execute various hitting motions, utilizing hand-eye coordination?
Does the student demonstrate the ability to use teamwork with another student rolling an object back and forth to each other?

Course Content
Students demonstrate the ability to balance a ball on their paddle.
Students demonstrate the ability to hit a ball on the ground (downs, dribbling).
Students demonstrate the ability to hit a ball high (ups).
Students demonstrate the ability to roll a ball on the floor, keeping the ball under control (“walking the dog”). Walk the dog following the lines of the floor.
Students demonstrate the ability to hit a ball in succession against the wall.

Skills Enhanced
Balancing a ball on the paddle.
Balancing the ball while moving across the floor.
Hit the ball up in the air, one time, and then when comfortable, in succession.
Hit the ball up and let it hit the floor and then up again.
Hit the ball down into the ground, one time, and then comfortable, in succession.
Roll the ball with the paddle around the gym floor. Follow the lines on the floor with the ball, rolling the ball on the lines (“walk the dog”).
Roll the ball back and forth with a partner.
Hit the ball as far as you can.
Hit the ball as high as you can.
If the student has the skills they can try hitting the ball back and forth with a partner or against the wall alternating with your partner.
Jump Roping

**Objective/Teaching Questions**
- How does exercise affect your body?
- How does exercise make you feel?
- Why do people jump rope?
- How many different ways can you jump rope by yourself, or with a partner?
- Why do you need to work well in a group setting?

**Course Content**
- Introduce the 19 tricks (double jumps, single jumps, skier, bell, etc.).
- Jump Rope games (rattail, helicopter around the world, school, jump the brook).
- Partner Games (routines, contests, “Double Dutch”).

**Skills Enhanced**
- Demonstrate hand/eye and foot/eye coordination, rhythm, endurance, cardiovascular endurance, and creativity. Establish an understanding of the importance of cooperation with peers through partner and group routines.
- Practice the rhythm of jumping single and double-timed.
- Practice the arms position at the wait without a rope.
- Practice the tricks without the rope first to see if you can get the timing and coordination before you add the rope.

Bowling

**Objective/Teaching Questions**
- How important is it to develop and maintain a healthy mind and body?
- Does your interest in sports and leisure activities reinforce the possibility of having a healthy life?
- How can lifetime sports contribute to your overall wellbeing?

**Course Content**
- Learn the required skills of coordination, timing, and concentration.
- Increase the confidence level through participation and mastery of new games.
- Introduction to the sport.

**Skills Enhanced**
- Vocabulary words are introduced. Students view bowling lane pictures, score sheets. Learn how to score with spares and strikes the score sheets to keep track of scores.
- Introduce and review bowling basics (holding the ball, delivery, the footwork, and rotation within a group).

Balls and Scoops

**Objective/Teaching Questions**
- Will students be able to handle the scoops with their dominate hand, and possibly a little with their non-dominate hand?
- Will the students be able to catch a underhand or overhand throw with their scoop with or without a bounce?
- Will students be able to throw underhand or overhand with their scoop (dominate hand)?

**Course Content**
- Throwing against the wall underhand/overhand and catching after one bounce.
- Throwing against the wall underhand/overhand and catching without a bounce.
- Throwing underhand to a partner, partner catching after a bounce.
- Throwing overhand to a partner, partner catching without a bounce.
- Throwing for accuracy.
Throwing for distance.

Skills Enhanced
Eye/hand coordination, throwing and catching.

Basketball

Objective/Teaching Questions
Can the student dribble the basketball using both the left and right hands equally?
Can the student make and effective chest pass?
Can the student make an effective bounce pass?
Can the student get into and understand the triple-threat position?
Can the student effectively shoot the basketball?

Course Content
Dribble the basketball up and down the court using both right and left hands.
Students will learn different ball handling skills such as: spider, figure 8’s, behind the back and between the legs.
Work with a partner using bounce and chest pass.
Start off each dribble in the triple threat position and end each dribble with a jump stop and triple threat.
Shooting the basketball into the basket.

Skills Enhanced
Dribbling with the left and right hands separately without looking at the basketball.
Dribbling the ball high, medium, and low with the left and right hands.
Passing using all different techniques.
Shooting Baskets set for different skill levels (set from 8ft, 9ft., 10ft.).
Students will learn how to jump stop on command and go into triple-threat position.

Hula Hoops

Objective/Teaching Questions
Will students be able to focus on timing?
Will the students be able to focus on coordination?
Will the students be able to focus on skill building?

Course Content
Section One – timing and coordination.
Section Two – balance and movement.
Section Three – hoop and ball games.

Skills Enhanced
Timing – relates to rhythm as needed in ball movement and ball skills.
Students will roll the hula-hoop across the floor and time their catches or try to run through the hula-hoop.
Coordination- is an overall description of person’s ability to combine movements of any kind.
Students will work on the waist rotation and leg movement.

Group Activities

Objective/Teaching Questions
Why are group games important?
How do group games relate to life skills?
What is the impact on the overall success of a team if the group does not cooperate?

Course Content
Dodge Ball Games
Cooperative Games (stepping stones, team spelling, Alphabet Balance Beam)
Teamwork
Sportsmanship
**Skills Enhanced**
Throwing, catching, dodging.

Strategies
Following Rules
Establish an understanding of working in a group towards a common goal.

### Basic Tumbling

**Objective/Teaching Questions**
- Can students do various animal walks?
- Can students do various balancing challenges?
- Can students transfer their weight and show flexibility?
- Can students roll various ways under control?
- Can students do springing and landing activities under control?

**Course Content**
The students will be able to demonstrate various animal walks, with sounds.
The students will be able to demonstrate various methods of balancing.
The students will be able to demonstrate various bridging methods.
The students will be able to demonstrate various methods of transferring their weight and demonstrating flexibility.
The students will be able to demonstrate rolling: sideways, forward, and possibly backwards.
The students will be able to demonstrate springing up into the air and landing under control.

**Skills Enhanced**
Puppy Run/ Crocodile Crawl/ Egg Roll/ Balancing pretending to be on a balance beam
Cat-walk/ Gorilla Walk/Log Roll/ Back Roll progression/Backward Roll progression
Injured Dog Walk / Elephant Walk/Statue Roll/ Tip up and tripod progression
Bear Crawl / Leap Frog/Toe Touch Balance
Donkey Walk/ Inch Worm/ Balance on one foot, balance on the other
Camel Walk/ Chicken Walk/Forward roll progression/ Bird Dog Balance/Two foot sit balance
Kangaroo Hop/ Small Person Walk/Balance on one foot and one hand switching

### Batting Tee Activities

**Objective/teaching Questions**
- Can Students grip the bat correctly?
- Can Students show the proper stance?
- Can students show the correct bat position in the pre-swing posture?
- Can students run to designated bases and back to the tee?
- Can students show the correct arm extension?
- Can students throw the ball in the favorable direction?
- Can Students show the correct follow through at the end of their swing?

**Course Content**
The students will be able to demonstrate the proper grip.
The students will be able to demonstrate the basic stance.
The students will be able to demonstrate a sound swing.
The students will be able to demonstrate a sound finish.
The students will be able to demonstrate running to a base and back.
The students will be able to demonstrate the fielding of a ball.
The students will be able to demonstrate the throwing of a ball.

**Skills Enhanced**
Gripping a bat.
Batting sequence: stance / coil / stride / pivot / swing.

Running.

Fielding.

Throwing.

The students will apply the skills learned in a simulated game setting.

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**Gator Skin Ball Activities**

**Objective/Teaching Questions**

- Will the students be able to grip the ball, aim, and roll the ball to a target, using the proper footwork?
- Will the students be able to grip the ball, aim and throw the ball to a target, using the proper footwork?
- Will the students be able to catch a tossed ball?
- Will the students be able to kick a rolling ball?
- Will the students be able to punt a ball?

**Course Content**

- Rolling a ball at a stationary target.
- Throwing a ball at a stationary target.
- Catch a tossed ball.
- Kicking a stationary ball and a moving ball.
- Drop kicking a ball.
- Punting a ball.

**Skills Enhanced**

- Developing hand/eye coordination.
- Developing eye/foot coordination.
- Developing proper footwork.
- Developing proper throwing patterns.

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**One foot balancing Activities**

**Objective/Teaching Questions**

- Can the student balance on his/her right foot with hands at their sides for five seconds?
- Can the student balance on his/her left foot with hands at their sides for five seconds?
- Can the student balance on his/her right foot with hands out to the side for five seconds?
- Can the student balance on his/her left foot with hands out to the side for five seconds?
- Can the student balance on his/her right or left foot with hands out for a long period of time?
- Can the student balance on his/her right foot with hands out in front of them for five seconds?
- Can the student balance on his/her left foot with hands out in front of them for five seconds?
- Can the student balance on his/her right or left foot with hands out in front for a long period of time?
- Can the student balance on his/her right or left foot with their hands held over their shoulders for five seconds?
- Can the student balance on his/her right or left foot with their hands held over their shoulders for a long period of time?
- Can the student balance on his/her right or left foot in the methods as mentioned before with eyes closed for five seconds and or for a long period of time?

**Course Content**

- Right foot like the number one.
- Left foot like the number one.
- Right foot like the lower case letter “t”.

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Left foot like the lower case letter "t".
Right foot like a mummy.
Left foot like a mummy.
Same as above with eyes closed.

**Skilled Enhanced**
The student is to remain balanced in their own self space not being too close to their classmate, mainly for safety reason.
The student is remain balanced on a line in their own self space.
The student is to remain balanced on a lower balance beam with a spotter near.
The student is to remain balanced on a lower balance beam without a spotter near.
The student will balance on his/her right foot for five seconds with their hands at their sides.
The student will balance on his/her left foot for five seconds with their hands at their sides.
The students will balance on his/her right for a long period of time with their hands out to their sides.
The students will balance on his/her left foot for a long period of time with their hands out to their sides.
The students will balance on his/her right or left foot for five seconds with their hands at their sides.
The students will balance on his/her right foot with their hands in front of them for five seconds.
The students will balance on his/her left foot with their hands in front of them for five seconds.
The students will balance on his/her right foot with their hands in front of them for a longer period of time.
The students will balance on his/her left foot with their hands in front of them for a longer period of time.
The students will balance on his/her right foot with their hands held above their shoulders for five seconds.
The students will balance on his/her left foot with their hands held above their shoulders for five seconds.
The students will balance on his/her right foot with their hands held above their shoulders for a long period of time.
The students will balance on his/her left foot with their hands held above their shoulders for a long period of time.
The student will balance on his/her right and left foot in the methods as mentioned before with eyes closed for five seconds and for a longer period of time.
2nd - 5th Grade

Team Building/
Cooperative Games

Objective/Teaching Questions
Why is teamwork important?
What does cooperating do to the ultimate goal of the group?
If the group does not succeed in a challenge, does this mean group failure?
How does cooperative learning?

Course Content
Students will be given tasks, rules, and consequences.
Students will learn to work together, have fun together and accomplish goals together.
Students will interact and be involved with each other and individuals in the group.
Students will learn to depend on each other in order to reach their goal.
Students learn teamwork, failure, to reorganize, persevere, brainstorm solutions, work together to develop a plan, listen to others, praise and encourage team members.

Skills Enhanced
Student takes a lead role or supportive role.
Listening, lend praise, encourage teammates.
All challenges are physical provide opportunities to communicate, listen, make decisions, take risks, and resolve conflicts.

Swimming

Objective/Teaching Questions
Why do I need to know how to swim?
What are the correct arm and leg positions for each swim stroke?
What can you do to swim faster?

Course Content
Review front crawl, backstroke, breaststroke, and treading water.
Moving across pool using just your arms, legs, straight legs only, bending legs at the knee, dog paddle, breast stroke, and treading water for a certain amount of time.

Skills Enhanced
Demonstrate basic swim strokes (crawl, back, and breast)
Demonstrate proper breathing techniques.
Explore different movements.

Review - Throwing/Catching/Dodging

Objective/Teaching Questions
What sports use throwing and catching as essential skill?
What is agility?
How does dodging work on agility?

Course Content
Demonstrate proper throwing techniques.
Students learn different games that have throwing and catching as major skill.
Students learn to move safely around in a large space without coming in contact with other students.

Skills Enhanced
Students will learn to hold the ball above their elbows high.
Students will point with the opposite hand at the target, while stepping with the same (opposite foot). Students will learn opposition and transfer of weight while learning how to throw.
Students will learn to dodge many different ways and learn to change direction quickly.

Listening and Following Direction Relays

Objective/Teaching Questions
Can students listen to a set of instructions, comprehend and execute the relays correctly?
Can students demonstrate various loco-motor movement patterns in relay race style?
Can students stay on task even when not do the physical?
Can the students at the end of activity, discuss and possibly explain the value of the races either one race or all combined?

Course Content
Listening and following directions.
Demonstrate various basic loco-motor movement patterns.
Demonstrate teamwork and cooperation skills.

Skills Enhanced
Running, jogging, skipping, galloping, back pedal, side shuffle, grapevine, crab walk, bear crawl, jumping, hopping, leaping, agility, speed, jumping jack, crunches.

Review - Striking Skills

Objective/Teaching Questions
How is the striking surface essential to where the ball will go?
How does striking a ball with a bat, paddle, racquet relate to sports you are familiar with?

Course Content
Students will experience a number of different striking skills and equipment.
Students will see how different sizes of balls and different striking equipment produces different results.

Skills Enhanced
Each day students will go to a number of stations. At the end of the unit the students will apply their striking skills in a game.(How Far with batting tees, a beach volleyball game, foam ball and low tennis net)
Foam Ball and Paddle / Batting tee and ball / Badminton racquet and birdie / Balloons and beach balls.

Soccer
Objective/Teaching Questions
Will the student be successful dribbling the ball?
Will the student be successful kicking the ball?
Will the student be successful in trapping the ball?
Will the student be successful in shooting the ball?
Will the student be successful in passing the ball?

Course Content
Trapping / Passing / Dribbling / Shooting

Skills Enhanced
Passing the ball back and forth with a partner using both inside and the outside of the foot.
Passing and trapping the ball back and forth with a partner.
Dribbling the ball in and out of cones using the inside and outside of the foot.

Ultimate
Objective/Teaching Questions
Will student become successful throwing various balls and Frisbee?
Will the student become successful catching various objects?
Will the student understand the concepts of man to man defense?
Will the student understand the rules of the game?

Course Content
Fundamental skills of throwing and catching objects.
Using skills with a partner.
Applying the skills successfully in a game.
Use several types of balls including: small gator skin ball, football, large gator skin ball, and Frisbee.

Skills Enhanced
Throwing a ball using the overhead, sidearm, and underhand throw.
Catching the ball with thumbs together when the ball is caught above the waist.
Catching the ball with pinkies together when the ball is caught below the waist.
Throwing the ball to a moving target. Catching the ball while moving.
Transition quickly and using deceptive motion offense and good defensive skills while on defense.

Review - Balls and Paddles
Objective/Teaching Questions
Does the student demonstrate the ability to balance a ball on a paddle for at least five seconds?
Does the student demonstrate the ability to execute various hitting motions, utilizing hand-eye coordination?
Does the student demonstrate the ability to use teamwork with another student rolling an object back and forth to each other?

Course Content
Students demonstrate the ability to balance a ball on their paddle.
Students demonstrate the ability to hit a ball on the ground (downs, dribbling).
Students demonstrate the ability to hit a ball high (ups).
Students demonstrate the ability to roll a ball on the floor, keeping the ball under control (“walking the dog”). Walk the dog following the lines of the floor.
Students demonstrate the ability to hit a ball in succession against the wall.

Skills Enhanced
Balancing a ball on the paddle.
Balancing the ball while moving across the floor.
Hit the ball up in the air, one time, and then when comfortable, in succession.
Hit the ball up and let it hit the floor and then up again.
Hit the ball down into the ground, one time, and then comfortable, in succession.
Roll the ball with the paddle around the gym floor. Follow the lines on the floor with the ball, rolling the ball on the lines (“walk the dog”).
Roll the ball back and forth with a partner.
Hit the ball as far as you can.
Hit the ball as high as you can.
If the student has the skills they can try hitting the ball back and forth with a partner or against the wall alternating with your partner.

Jump Roping

**Objective/Teaching Questions**
- How does exercise affect your body?
- How does exercise make you feel?
- Why do people jump rope?
- How many different ways can you jump rope by yourself, or with a partner?
- Why do you need to work well in a group setting?

**Course Content**
- Introduce the 19 tricks (double jumps, single jumps, skier, bell, etc.).
- Jump Rope games (rattail, helicopter around the world, school, jump the brook).
- Partner Games (routines, contests, “Double Dutch”).

**Skills Enhanced**
- Demonstrate hand/eye and foot/eye coordination, rhythm, endurance, cardiovascular endurance, and creativity. Establish an understanding of the importance of cooperation with peers through partner and group routines.
- Practice the rhythm of jumping single and double-timed.
- Practice the arms position at the wait without a rope.
- Practice the tricks without the rope first to see if you can get the timing and coordination before you add the rope.

Bowling

**Objective/Teaching Questions**
- How important is it to develop and maintain a healthy mind and body?
- Does your interest in sports and leisure activities reinforce the possibility of having a healthy life?
- How can lifetime sports contribute to your overall wellbeing?

**Course Content**
- Learn the required skills of coordination, timing, and concentration.
- Increase the confidence level through participation and mastery of new games.
- Introduction to the sport.

**Skills Enhanced**
- Vocabulary words are introduced. Students view bowling lane pictures, score sheets.
- Learn how to score with spares and strikes the score sheets to keep track of scores.
- Introduce and review bowling basics (holding the ball, delivery, the footwork, and rotation within a group).

Review - Balls and Scoops

**Objective/Teaching Questions**
- Will students be able to handle the scoops with their dominate hand, and possibly a little with their non-dominant hand?
- Will the students be able to catch a underhand or overhand throw with their scoop with or without a bounce?
- Will students be able to throw underhand or overhand with their scoop (dominate hand)?

**Course Content**
- Throwing against the wall underhand/overhand and catching after one bounce.
- Throwing against the wall underhand/overhand and catching without a bounce.
- Throwing underhand to a partner, partner catching after a bounce.
Throwing overhand to a partner, partner catching without a bounce.
Throwing for accuracy.
Throwing for distance.

**Skills Enhanced**
Eye/hand coordination, throwing and catching.

**Basketball**

**Objective/Teaching Questions**
Can the student dribble the basketball using both the left and right hands equally?
Can the student make and effective chest pass?
Can the student make an effective bounce pass?
Can the student get into and understand the triple-threat position?
Can the student effectively shoot the basketball?
Can the student participate in a three vs. three basketball game understanding the rules?

**Course Content**
Dribble the basketball up and down the court using both right and left hands.
Students will learn different ball handling skills such as: spider, figure 8's, behind the back and between the legs.
Work with a partner using bounce and chest pass.
Start off each dribble in the triple threat position and end each dribble with a jump stop and triple threat.
Shooting the basketball into the basket.
Shoot lay-ups from both the right and left side of the basket.
Shooting the basketball into the basket.
Playing 3 vs. 3 basketball games using man-man defense.

**Skills Enhanced**
Dribbling with the left and right hands separately without looking at the basketball.
Dribbling the ball high, medium, and low with the left and right hands.
Passing using all different techniques.
Shooting Baskets set for different skill levels (set from 8ft, 9ft., 10ft.).
Students will learn how to jump stop on command and go into triple-threat position.
Shooting a lay-up from the right and left side of the basket.
Shooting to the basket using good technique from 15ft. and closer.
Good footwork in defense and stay between your man and the basket.

**3 on 3 Basketball Tournament**

**Objective/teaching Questions**
Can the student using all learn activities in the basketball unit and incorporate in a game?

**Course Content**
3 on 3 basketball games using basketball rules.

**Skills Enhanced**
All basketball skills learn in basketball unit and following directions.

**Kickball**

**Objectives/Teaching Questions**
Do the students understand the rules of kickball, that are similar to softball?
Do the students understand base running?
Do the students understand the difference between a tag, and a force play?
Do the students understand tagging up?
Do the students understand the no bunt rule?

**Course Content**
Visiting Team kick first. Home team kicks second and last if needed.
Students in proper fielding positions defensively.
Students learn to play toward common goals.
**Skills Enhanced**
Kicking.
Fielding.
Base running.

**Fitness Assessment**

**Objectives/Teaching Questions**
How can I assess my fitness level?
How do I define cardiovascular fitness?
How do I define muscular strength and endurance?
How do I define flexibility?
What is the difference between skills based and health based fitness?
How has my fitness level changed during the past 6 months?
What have I done to improve my fitness level?
What can I do in the next 6 months to enhance my fitness level?

**Course Content**
Students will learn the proper techniques to performing push-ups, curl-ups with the assistance of a partner.
The partner will evaluate the body position of their teammate and help them maintain the correct position throughout the exercise.
Students will complete a battery of health based fitness assessments, which have been defined and reviewed throughout physical education department.

**Skills Enhanced**
Students will work in small groups to learn the exercise techniques and evaluation process.
Students will work in small groups to assess individual fitness levels under the supervision of instructors.
Students will take a personal role in the assessment process and the evaluation of a partner.

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**Hula Hoops**

**Objectives/Teaching Questions**
Will students be able to focus on timing?
Will the students be able to focus on coordination?
Will the students be able to focus on skill building?

**Course Content**
Section One – timing and coordination.
Section Two – balance and movement.
Section Three – hoop and ball games.

**Skills Enhanced**
Timing – relates to rhythm as needed in ball movement and ball skills.
Students will roll the hula-hoop across the floor and time their catches or try to run through the hula-hoop.
Coordination- is an overall description of person's ability to combine movements of any kind.
Students will work on the waist rotation and leg movement.

**Group Activities**

**Objectives/Teaching Questions**
Why are group games important?
How do group games relate to life skills?
What is the impact on the overall success of a team if the group does not cooperate?

**Course Content**
Dodge Ball Games
Cooperative Games (stepping stones, team spelling, Alphabet Balance Beam)
Teamwork
Sportsmanship
Skills Enhanced
Throwing, catching, dodging,
Strategies
Following Rules
Establish an understanding of working in a group towards a common goal.

Basic Tumbling
Objective/Teaching Questions
Can students do various animal walks?
Can students do various balancing challenges?
Can students transfer their weight and show flexibility?
Can students roll various ways under control?
Can students do springing and landing activities under control?
Course Content
The students will be able to demonstrate various animal walks, with sounds.
The students will be able to demonstrate various methods of balancing.
The students will be able to demonstrate various bridging methods.
The students will be able to demonstrate various methods of transferring their weight and demonstrating flexibility.
The students will be able to demonstrate rolling: sideways, forward, and possibly backwards.
The students will be able to demonstrate springing up into the air and landing under control.
Skills Enhanced
Puppy Run/ Crocodile Crawl/ Egg Roll/ Balancing pretending to be on a balance beam
Cat-walk/ Gorilla Walk/Log Roll/ Back Roll progression/Backward Roll progression
Injured Dog Walk / Elephant Walk/Statue Roll/ Tip up and tripod progression
Bear Crawl / Leap Frog/Toe Touch Balance
Donkey Walk/ Inch Worm/ Balance on one foot, balance on the other
Camel Walk/ Chicken Walk/Forward roll progression/ Bird Dog Balance/Two foot sit balance
Kangaroo Hop/ Small Person Walk/Balance on one foot and one hand switching.

Review Batting Tee Activities
Objective/teaching Questions
Can Students grip the bat correctly?
Can Students show the proper stance?
Can students show the correct bat position in the pre-swing posture?
Can students run to designated bases and back to the tee?
Can students show the correct arm extension?
Can students throw the ball in the favorable direction?
Can Students show the correct follow through at the end of their swing?
Course Content
The students will be able to demonstrate the proper grip.
The students will be able to demonstrate the basic stance.
The students will be able to demonstrate the proper running base to base approach.
Skills Enhanced
Hand/eye coordination.
Gripping of the bat.
Continue swing development from: stance, coil, stride, pivot and swing.

Volleyball
Objective/Teaching Questions
Will the students become successfully keeping the ball in play?
Will the students successfully attack the ball over the net?
Will the students demonstrates that they can successfully serve the ball over the net?

**Course Content**
Fundamental skills – Learn the skills of volleyball hitting the ball successfully over the net. Using the skills by one-self and with a partner.
Learn how to use the rally score.

**Skills Enhanced**
Forearm passing
Setting
Underhand serving
Overhand Serving
Footwork Passing
Footwork for Spiking
Spiking
Passing

**Wiffle Ball**

**Objective/Teaching Questions**
How do proper throwing and catching techniques enhance my performance during a game?
Do all students know the proper batting mechanics?
Do all the students know the rules of the game?
How is teamwork demonstrated defensively?
How is teamwork demonstrated offensively?
How do my individual skills contribute to the overall success of my team?

**Course Content**
Proper glove work.
Throwing and catching techniques.
Hitting / Situations / Strategies / Base running

**Skills Enhanced**
Catching balls above the waist with fingers up/ catching the ball below the waist fingers down.
Throwing positions.
Fundamentals of hitting and of their hand /eye coordination.
Situations of the games with base runners involved.
Tagging up on fly balls. Force outs.

**Badminton**

**Objective/Teaching Questions**
Will the students be able to execute the short and long serve?
Can the students return the two different service types?
Will the students be able to apply the rules in a game situation?

**Course Content**
Racquet control drills.
The underhand and overhand patterns.
Court positioning.
Speed and Height of the flight of the bird.
Finesse.

**Skills Enhanced**
The grip / stance.
Net touch shots-drops and hairpins
Clears (underhand and overhands).
Short and long serves.
Smashes and drop shots.
Down the lines and cross court shots.
Scoring / Strategies
Singles shuttles, King & Queen of the Court, Doubles Round Robin competitions

**Softball**

*Objective/Teaching Questions*

How do proper throwing and catching techniques enhance my performance during a game?
How is teamwork demonstrate defensively?
How is teamwork demonstrate offensively?
How do my individual skills contribute to the overall success of my team?

*Course Content*

Proper glove work.
Throwing and Catching
Fielding / Hitting
Situations / Strategies
Base Running

*Skills Enhanced*

Catching the ball above the waist with fingers up and below the waist with fingers down.
Throwing positions / Fundamentals of Hitting / Game Situations / Base Running.

**Flag Football**

*Objective/teaching Questions*

Will the student be able to throw the football?
Will the student be able to catch the football?
Will the student be able to understand the rules of the game of flag football?
Will the student be able to block legally in flag football?
Will the student be able to tackle legally in flag football?
Will the student be able to understand the importance of passing patterns?
Will the students be able to differentiate between a hand off, lateral, shuffle pass, and pass?
Will the student be able to appreciate the game of flag football and the differences between it and football?

*Course Content*

Kicking-off and punting, receiving kick off and punts.
Offense passing patterns, handoffs, and lateral options, huddle, pulling flags.
Defensive line and secondary run and pass coverage, defensive huddle, pulling flags.

*Skills Enhanced*

Throwing / Passing / Catching / Kicking / Punting / Blocking / Creative plays Pulling flags / Rules / Pass Patterns / Tackling

**6th - 8th Grade**

**Team Building/Cooperative Games**

*Objective/Teaching Questions*

Why is teamwork important?
What does cooperating do to the ultimate goal of the group?
If the group does not succeed in a challenge, does this mean group failure?
How does cooperative learning?

*Course Content*

Students will be given tasks, rules, and consequences.
Students will learn to work together, have fun together and accomplish goals together.
Students will interact and be involved with each other and individuals in the group.
Students will learn to depend on each other in order to reach their goal.
Students learn teamwork, failure, to reorganize, persevere, brainstorm solutions, work together to develop a plan, listen to others, praise and encourage team members.

*Skills Enhanced*
Student takes a lead role or supportive role. Listening, lend praise, encourage teammates. All challenges are physical provide opportunities to communicate, listen, make decisions, take risks, and resolve conflicts.

**Swimming**

*Objective/Teaching Questions*
- Why do I need to know how to swim?
- What are the correct arm and leg positions for each swim stroke?
- What can you do to swim faster?

*Course Content*
- Review front crawl, backstroke, breaststroke, and treading water.
- Moving across pool using just your arms, legs, straight legs only, bending legs at the knee, dog paddle, breast stroke, and treading water for a certain amount of time.

*Skills Enhanced*
- Demonstrate basic swim strokes (crawl, back, and breast)
- Demonstrate proper breathing techniques.
- Explore different movements.

**Review - Throwing/Catching/Dodging**

*Objective/Teaching Questions*
- What sports use throwing and catching as essential skill?
- What is agility?
- How does dodging work on agility?

*Course Content*
- Demonstrate proper throwing techniques.
- Students learn different games that have throwing and catching as major skill.
- Students learn to move safely around in a large space without coming in contact with other students.

*Skills Enhanced*
- Students will learn to hold the ball above their elbows high.
- Students will point with the opposite hand at the target, while stepping with the same (opposite foot). Students will learn opposition and transfer of weight while learning how to throw.
- Students will learn to dodge many different ways and learn to change direction quickly.

**Running Conditioning**

*Objective/Teaching Questions*
- Can students listen to a set of instructions, comprehend and execute the relays correctly?
- Can students demonstrate various loco-motor movement patterns in relay race style?
- Can students stay on task even when not do the physical?
- Can the students at the end of activity, discuss and possibly explain the value of the races either one race or all combined?

*Course Content*
- Listening and following directions.
- Demonstrate various basic loco-motor movement patterns.
- Demonstrate teamwork and cooperation skills.

*Skills Enhanced*
- Running, jogging, skipping, galloping, back pedal, side shuffle, grapevine, crab walk, bear crawl, jumping, hopping, leaping, agility, speed, jumping jack, crunches.

**Soccer**
**Objective/Teaching Questions**
Will the student be successful dribbling the ball?
Will the student be successful kicking the ball?
Will the student be successful in trapping the ball?
Will the student be successful in shooting the ball?
Will the student be successful in passing the ball?
Does the student understand basic offensive and defensive strategies?

**Course Content**
Trapping / Passing / Dribbling / Shooting
Playing 3 on 3 on a small field: no goalies.
Playing on a full field 11 on 11.
Playing indoor speed soccer, utilizing line changes and indoor rules and strategies.

**Skills Enhanced**
Passing the ball back and forth with a partner using both inside and the outside of the foot.
Passing and trapping the ball back and forth with a partner.
Dribbling the ball in and out of cones using the inside and outside of the foot.
Dribbling using both feet, changing directions and changing speed.
Demonstrating foot trap. Knee trap, chest trap.

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**Tennis**

**Objective/Teaching Questions**
Does your body position matter when you’re hitting the ball?
What is the importance of moving your feet?
What can you do to hit the ball harder?
What can you do to hit the ball softer?
What can you do to hit a ball high in the air?

**Course Content**
Introduce the various tennis strokes (forehand, backhand, serve, volley, overhead and lob).
Discuss tennis vocabulary (love, deuce, ad in, ad out, no ad, let, alley, service box).
Discuss scoring (game, set, tie-breaker).
Play singles / Play doubles / Play a class tournament.

**Skills Enhanced**
Warm-up session
Forehand and Backhand
Review grip, stance, follow through.
Practice hitting 50 ups on racket, three ups and hit over net (baseline, volley, overhead)
Practice hitting 50 downs on racket.
Practice hitting 50 alternates on racket.
Stand behind service line, place 10 forehands and 10 backhands into play over the net without miss.
With a partner, rally at least 5 times each, one bounce only, down-the-line, using just a forehand, then only a backhand.
Serve.
Review grip, stance, and racket motion.
Against the fence, hit 15 consecutive serves.
Serve 5 balls into the right service court.
Serve 5 balls into the left service court.

**Volley**
Review stance, grip, racket motion
Volley 10 out of 15 balls tossed alternately to your forehand and backhand sides.
With a partner, volley 10 times each.
Overhead Review and use same drill as Volley.
Lob Review and use same drill as Volley.
Ultimate Frisbee
Objective/Teaching Questions
Will student become successful throwing various balls and Frisbee?
Will the student become successful catching various objects?
Will the student understand the concepts of man to man defense?
Will the student understand the rules of the game?
Will the students understand the concepts of open space and how to get open?
Course Content
Fundamental skills of throwing and catching objects.
Using skills with a partner.
Applying the skills successfully in a game.
Use several types of balls including: small gator skin ball, football, large gator skin ball, and Frisbee.
Skills Enhanced
Throwing a ball using the overhead, sidearm, and underhand throw.
Catching the ball with thumbs together when the ball is caught above the waist.
Catching the ball with pinkies together when the ball is caught below the waist.
Throwing the ball to a moving target. Catching the ball while moving.
Transition quickly and using deceptive motion offense and good defensive skills while on defense.
Teach how to move without the ball.
Transition quickly form offense to defense and vice versa.

Advance / Speed - Jump Roping
Objective/Teaching Questions
How does exercise affect your body?
How does exercise make you feel?
Why do people jump rope?
How many different ways can you jump rope by yourself, or with a partner?
Why do you need to work well in a group setting?
Course Content
Introduce the several jumps (double jumps, single jumps, skier, bell, etc.).
Interval Training
Speed Drills / Conditioning Drills
Skills Enhanced
Demonstrate hand/eye and foot/eye coordination, rhythm, endurance, cardiovascular endurance, and creativity.
Practice the rhythm of jumping single and double timed.
Practice the arms position at the wait without a rope.
Practice the tricks without the rope first to see if you can get the timing and coordination before you add the rope.

Bowling
Objective/Teaching Questions
How important is it to develop and maintain a healthy mind and body?
Does your interest in sports and leisure activities reinforce the possibility of having a healthy life?
How can lifetime sports contribute to your overall wellbeing?
Course Content
Learn the required skills of coordination, timing, and concentration.
Increase the confidence level through participation and mastery of new games.
Skills Enhanced
Introduce and review bowling basics (holding the ball, delivery, the footwork, and rotation within a group).

Basketball
Objective/Teaching Questions
Can the student dribble the basketball using both the left and right hands equally?
Can the student make and effective chest pass?
Can the student make an effective bounce pass?
Can the student get into and understand the triple-threat position?
Can the student effectively shoot the basketball?

**Course Content**
Dribble the basketball up and down the court using both right and left hands.
Students will learn different ball handling skills such as: spider, figure 8's, behind the back and between the legs.
Work with a partner using bounce and chest pass.
Start off each dribble in the triple threat position and end each dribble with a jump stop and triple threat.
Shooting the basketball into the basket.

**Skills Enhanced**
Dribbling with the left and right hands separately without looking at the basketball.
Dribbling the ball high, medium, and low with the left and right hands.
Passing using all different techniques.
Shooting Baskets set for different skill levels (set from 8ft, 9ft, 10ft,).
Students will learn how to jump stop on command and go into triple-threat position.

**Hula Hoops**

**Objective/Teaching Questions**
Will students be able to focus on timing?
Will the students be able to focus on coordination?
Will the students be able to focus on skill building?

**Course Content**
Section One – timing and coordination.
Section Two – balance and movement.
Section Three – hoop and ball games.

**Skills Enhanced**
Timing – relates to rhythm as needed in ball movement and ball skills.
Students will roll the hula-hoop across the floor and time their catches or try to run through the hula-hoop.
Coordination - is an overall description of person’s ability to combine movements of any kind.
Students will work on the waist rotation and leg movement.

**Grade Level - Group Activities**

**Objective/Teaching Questions**
Why are group games important?
How do group games relate to life skills/
What is the impact on the overall success of a team if the group does not cooperate?

**Course Content**
Dodge Ball Games
Cooperative Games (stepping stones, team spelling, Alphabet Balance Beam)
Teamwork
Sportsmanship

**Skills Enhanced**
Throwing, catching, dodging.
Strategies
Following Rules
Establish an understanding of working in a group towards a common goal.

**Volleyball**

**Objective/Teaching Questions**
Will the students become successfully keeping the ball in play?
Will the students successfully attack the ball over the net?
Will the students demonstrate that they can successfully serve the ball over the net?
Will the students demonstrate proper footwork while moving to play the ball?

**Course Content**
Fundamental skills: passing, setting, serving, digging, hitting, blocking.
Learn the skills of volleyball hitting the ball successfully over the net (one, two and three contacts).
Using the skills by one-self and with a partner.
Learn how to use the rally score and proper rotation.

**Skills Enhanced**
Forcearm passing
Setting
Underhand serving
Overhand Serving
Footwork Passing
Footwork for Spiking
Footwork for forearm passing and digging
Spiking
Passing
Blocking

**Flag Football**

**Objective/Teaching Questions**
Will the student be able to throw the football?
Will the student be able to catch the football?
Will the student be able to understand the rules of the game of flag football?
Will the student be able to block legally in flag football?
Will the student be able to tackle legally in flag football?
Will the student be able to understand the importance of passing patterns?
Will the student be able to differentiate between a hand of, lateral, shuffle pass, and pass?
Will the student be able to appreciate the game of flag football and the differences between it and football?

**Course Content**
Kicking-off and punting, receiving kick off and punts.
Offense passing patterns, handoffs, and lateral options, huddle, pulling flags.
Defensive line and secondary run and pass coverage, defensive huddle, pulling flags.

**Skills Enhanced**
Throwing / Passing / Catching / Kicking / Punting / Blocking / Creative plays / Pulling flags / Rules
Pass Patterns / Tackling.

**Badminton**

**Objective/Teaching Questions**
Will the students be able to execute the short and long serve?
Can the students return the two different service types?
Will the students be able to apply the rules in a game situation?

**Course Content**
Racquet control drills.
The underhand and overhand patterns.
Court positioning.
Speed and Height of the flight of the bird.
Finesse.

**Skills Enhanced**
The grip / stance.
Net touch shots-drops and hairpins
Clears (underhand and overhands).
Short and long serves.
Smashes and drop shots.
Down the lines and cross court shots.

**Scoring / Strategies**
Singles shuttles, King & Queen of the Court, Doubles Round Robin competitions

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**Fitness Assessment**

**Objectives/Teaching Questions**
How can I assess my fitness level?
How do I define cardiovascular fitness?
How do I define muscular strength and endurance?
How do I define flexibility?
What is the difference between skills based and health based fitness?
How has my fitness level changed during the past 6 months?
What have I done to improve my fitness level?
What can I do in the next 6 months to enhance my fitness level?

**Course Content**
Students will learn the proper techniques to performing push-ups, curl-ups with the assistance of a partner.
The partner will evaluate the body position of their teammate and help them maintain the correct position throughout the exercise.
Students will complete a battery of health based fitness assessments, which have been defined and reviewed throughout physical education department.

**Skills Enhanced**
Students will work in small groups to learn the exercise techniques and evaluation process.
Students will work in small groups to assess individual fitness levels under the supervision of instructors.
Students will take a personal role in the assessment process and the evaluation of a partner.

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**Softball**

**Objective/Teaching Questions**
How do proper throwing and catching techniques enhance my performance during a game?
How is teamwork demonstrate defensively?
How is teamwork demonstrate offensively?
How do my individual skills contribute to the overall success of my team?

**Course Content**
Proper glove work.
Throwing and Catching
Fielding / Hitting
Situations / Strategies
Base Running

**Skills Enhanced**
Catching the ball above the waist with fingers up and below the waist with fingers down.
Throwing positions.
Fundamentals of hitting.
Situations of the game
Base Running

**Conditioning**

**Objectives/Teaching Questions**
Why is it important for students to be able to describe a piece of strength conditioning and fitness conditioning equipment?
Why is it important for students to be able to describe what muscle or muscle are isolated, and how strengthening this muscle will improve skill performance?

**Course Content**
Knowledge of names of muscles and their function.
Weight room with fitness equipment.
Human body muscle chart.

**Skills Enhanced**
Cardiovascular system
Fitness level
Endurance level
Self – Esteem increased
Confidence.