

PE Grade 6 ME (Master)

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Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>CEQ: WHAT MAKES PLAYING GAMES FUN?</p> <p>Rules, Procedures, Safety <i>UEQ:</i> <i>Why is it important for students to understand rules and procedures for class?</i></p> <p>Rules, Procedures, Safety</p> <ol style="list-style-type: none"> 1. Schedule 2. Overview of Curriculum Physical Education Safety Rules and Consequences 3. Lockers and Warm up Routine 4. Fire Drill and Evacuation procedures 	<p>Rules, Procedures, Safety</p> <ol style="list-style-type: none"> 1. Review daily and weekly schedule 2a. Review curriculum 2b. Practice Physical Education Safety <p>Rules</p> <ol style="list-style-type: none"> 3. Demonstrate Warm-up Routine and Practice Locker Combinations 4. Review Fire Drill and Evacuation procedures 	<p>Rules, Procedures, Safety</p> <p>LT1. I can demonstrate proper warm-up routine</p> <p>LT2. I know fire drill and evacuation procedures</p>	<p>Rules, Procedures, Safety</p> <p>S4.M4.6</p> <p>S5.M5.6</p>	<p>Rules, Procedures, Safety Syllabus and Rubric handed out to student and posted on web page CFA</p>	<p>Rules, Procedures, Safety</p> <p>Key Vocabulary</p> <p>Schedule</p> <p>Rules</p> <p>Warm Up Routine</p>

<p>Cooperative Games and Activities <i>UEQ:</i> <i>Do I dare play fair?</i></p> <p>Cooperative Games and Activities</p> <ol style="list-style-type: none"> 1. Sportsmanship/ Cooperation/ Teamwork 2. Participation 3. Communication Skills 4. Decision Making 	<p>Cooperative Games and Activities</p> <ol style="list-style-type: none"> 1. Demonstrates sportsmanship during various stations or games 2. Recognizes the importance of participation of all members to be successful 3. Practices effective communication skills within the group 4. Demonstrates effective decision making 	<p>Cooperative Games and Activities</p> <p>LT1.I can demonstrate teamwork during various stations or games</p> <p>LT2.1. Identifies the importance of working together cooperatively during various stations or games</p>	<p>Cooperative Games and Activities</p> <p>S4.M3.6</p> <p>S4.M4.6</p> <p>S4.M5.6</p> <p>S4.M6.6</p> <p>S4.M7.6</p> <p>S5.M6.6</p>	<p>Cooperative Games and Activities</p> <p>Complete "What I Learned worksheet" and return it to class CFA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of safety, sportsmanship and participation.</p>	<p>Cooperative Games and Activities</p> <p>Key Vocabulary</p> <p>Sportsmanship</p> <p>Communication</p> <p>Teamwork</p>
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<p>SOCCER</p> <p><i>UEQ:</i> <i>When can you use your hands in soccer?</i> <i>What is considered "hands" in soccer?</i> <i>What are the different ways you can trap the soccer ball?</i> <i>What part of the foot should you use to kick a soccer ball?</i></p> <p>SOCCER</p> <ol style="list-style-type: none"> 1. Skills 2. Rules/Vocabulary 3. Game Strategy 4. Sportsmanship 	<p>SOCCER</p> <p>1.Display basic dribbling, trapping, and passing skills.</p> <p>2a. Shows knowledge of skills, rules, vocab and positions in game like situations</p> <p>2b. Understands basic terms of soccer</p> <p>3a. Recognizes differences in positions and is able to actively participate.</p> <p>3b.Demonstrates competency in performing fundamental soccer skills in a modified game.</p> <p>4.Cooperatively work with classmates to accomplish team goals.</p>	<p>SOCCER</p> <p>LT1. I can use the instep (laces of shoe) when kicking</p> <p>LT2. I can kick a ball without using toe</p> <p>LT3. I can pass the ball with the inside of my foot</p> <p>LT4. I can pass the ball with the outside of my foot</p> <p>LT5. I can dribble the ball with the inside of my foot</p> <p>LT6. I can dribble the ball with the outside of my foot</p>	<p>SOCCER</p> <p>S1.M9.6</p> <p>S1.M10.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>SOCCER</p> <p>Written self- assessment of skill and knowledge CFA</p> <p>Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>SOCCER</p> <p>Key Vocabulary</p> <p>Passing Dribbling Shooting Goal keeper</p>
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<p>FLAG FOOTBALL <i>UEQ:</i> <i>What are the key points to remember when throwing a football?</i> <i>What are the key points to remember when catching a football?</i> <i>What are the key points to remember when trying to avoid getting a flag pulled?</i></p> <p><i>What is opposition?</i> <i>How do teamwork and sportsmanship affect game play?</i></p> <p>FLAG FOOTBALL</p> <ol style="list-style-type: none"> 1. Skills 2. Rules 3. Game strategy 4. Sportsmanship <p>Swim</p>	<p>FLAG FOOTBALL</p> <ol style="list-style-type: none"> 1. Demonstrates basic throwing and catching techniques. 2. Explains rules and positions 3a. Practices pass routes and positions 3b. Demonstrates knowledge of pass routes through "play design" 3c. Displays knowledge of game through game like situations 4. Cooperatively work with classmates to accomplish team goals. 	<p>FLAG FOOTBALL</p> <p>LT1. I can catch the ball with arms extended</p> <p>LT2. I can catch the ball while keeping my eyes on the ball</p> <p>LT3. I can catch the ball and tuck it in properly</p> <p>LT4. I can throw the ball using proper grip (fingers on laces)</p> <p>LT5. I can throw the ball with starting behind the ear and elbow and ending with hand at opposite pocket</p> <p>LT6. I can step with the opposite foot of my throwing hand</p>	<p>FLAG FOOTBALL</p> <p>S1.M2.6</p> <p>S1.M3.6</p> <p>S1.M4.6</p> <p>S1.M5.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>FLAG FOOTBALL Teacher Observation</p> <p>Written assessment(Plays) CSA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>FLAG FOOTBALL</p> <p>Key Vocabulary</p> <p>Passing Receiving Line of scrimmage Downs Plays Kicking/Punting</p>
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<p><i>UEQ:</i> <i>What are the key points to swimming on your back?</i> <i>What are the key points to swimming on your front?</i></p> <p>SWIMMING</p> <p>1. Safety/Rules</p> <ul style="list-style-type: none"> ○ Always walk on deck ○ 1 whistle stop and listen ○ 3 whistles get out of water sit on bleachers ○ Shallow water enter feet first only ○ No dunking, hanging on each other, splashing ○ One jump on diving board ○ One person on diving board at a time ○ No back dives in pool <p>2. Swim Test</p> <ul style="list-style-type: none"> ○ Blue-shallow water 	<p>SWIMMING</p> <p>1. Demonstrate safety rules by following instructions</p> <p>2. Know your swim level blue or gold</p> <p>3. Practice proper techniques for front crawl, back crawl, elementary backstroke and diving</p> <p>4. Display knowledge of saving victims struggling in water, using equipment available</p>	<p>SWIMMING</p> <p>LT1. I can go underwater and blow bubbles</p> <p>LT2. I can float on my front and back</p> <p>LT3. I can demonstrate front crawl – arms alternately coming out of the water, breathing, with a flutter kick</p> <p>LT4. I can demonstrate back crawl- arms alternately coming out of the water, body position (head back and stomach up), with legs alternately kicking in a flutter kick</p> <p>LT5. I can demonstrate the safety skill-rolling from front</p>	<p>SWIMMING</p> <p>S1.M23.6</p> <p>S5.M6.6</p>	<p>SWIMMING</p> <p>Teacher Observation Class review/discussion Swim Performance Test Written Swim Tests Swim Packets CSA</p>	<p>SWIMMING</p> <p>Key Vocabulary</p> <p>Sit and Scoot</p> <p>Blue/Gold Swimmer</p> <p>Flutter Kick</p> <p>Whip Kick</p> <p>Tickle, "Touch"</p>
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<ul style="list-style-type: none"> ○ Gold-swimmers can go anywhere in pool <p>3. Strokes/Diving</p> <p>Front Crawl</p> <ul style="list-style-type: none"> ○ Flutter kick with kickboard Blow bubbles with face in the water ○ Turn head to side to get breath ○ Elbow out of water first ○ Make paddle with hands ○ Push through water with hands <p>Back Crawl</p> <ul style="list-style-type: none"> ● Flutter kick ● Head back, belly up ● Arms at your ears ● Alternate like windmill ● Pinkies enter water first 		<p>to back and back to front without my feet touching the bottom</p> <p>LT6. I can perform the survival float on my back for 1 minute</p> <p>LT7. I can perform the survival float on my front for 1 minute</p> <p>LT8. I can demonstrate the Elementary Backstroke with my arms and legs moving at the same time, underwater with the correct form</p>			
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Elementary Backstroke

- Whip kick (bend legs together, circle out, bring legs together, glide)
- Arms- chicken, airplane, soldier or tickle, "t", touch
- Arms and legs do the same thing at the same time
- resting stroke
- head back, belly up

Diving

- Always dive with arms over head
- Keep head tucked in
- Hollow body
- Only dive in deep

4. Safety

- Using equipment to help struggling swimmers or panic swimmers

Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>Dance <i>UEQ:</i> <i>What are the benefits of Dance?</i> <i>What is the value of working with peers during this activity?</i> <i>How can self and peer assessment improve my routine?</i></p> <p>Dance</p> <ol style="list-style-type: none"> Individual steps Health benefits of dance Performance 	<p>Dance</p> <ol style="list-style-type: none"> 1a. Learn basic dance steps. 1b. Isolated skill practice to applied dance setting. 2. Increase Cardio Endurance through dance. 3a. Perform a dance routine. 3b. Perform planned movement sequences based on tempo, beat, rhythm and music. 3c. Use instant feedback to correct errors in movement performance. 	<p>Dance</p> <p>LT1. I can imitate simple movement patterns</p> <p>LT2. I can perform simple movements in response to oral and/or visual instruction</p> <p>LT3. I can demonstrate dance patterns appropriately individually, with partners and/or in a group activity</p>	<p>Dance</p> <p>S1.M1.6</p> <p>S2.M12.6</p> <p>S3.M4.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Dance</p> <p>Teacher evaluation CFA Peer Evaluation</p>	<p>Dance</p> <p>Christy Lane Funky Freestyle DVD Just Dance Youtube</p> <p>Key Vocabulary</p> <p>Tempo Pump Mario Reggae Chop Butterfly Hot Spot/Slide Kano Electric Kick The Box Slap Kick Robot</p>

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<p>OMNIKIN <i>UEQ:</i> <i>What are the key components in playing Omnikin successfully?</i> <i>How do you safely handle the Omnikin?</i></p> <p>OMNIKIN 1. Skills 2. Safety 3. Teamwork</p>	<p>OMNIKIN 1. Demonstrate proper techniques for handling omnikin ball</p> <p>2a. Be aware of surroundings, keeping all participants safe.</p> <p>2b. No grabbing Omnikin, No kicking Omnikin</p> <p>3. Incorporate teamwork into activity/game situations</p>	<p>OMNIKIN</p> <p>LT1. I can perform the proper serving technique</p> <p>LT2. I can properly hold the Omnikin ball with my teammates</p> <p>LT3. Identifies the importance of working together cooperatively during the game</p>	<p>OMNIKIN</p> <p>S1.M12.6</p> <p>S2.M6.6</p> <p>S2.M9.6</p> <p>S4.M3.6</p> <p>S4.M4.6</p> <p>S4.M5.6</p> <p>S4.M6.6</p> <p>S4.M7.6</p> <p>S5.M6.6</p>	<p>OMNIKIN Observation CFA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>OMNIKIN</p> <p>Key Vocabulary</p> <p>Omnikin</p> <p>Teamwork</p>

<p>Juggling <i>UEQ:</i> <i>What are the key components to being a successful juggler?</i></p> <p>Juggling</p> <ol style="list-style-type: none"> 1. Skills 2. Performance 	<p>Juggling</p> <ol style="list-style-type: none"> 1a. Perform one scarf toss 1b. Perform two scarf toss 2a. Perform cascade juggling with three scarves 2b. Demonstrate all scarf juggling techniques 2c. Perform 1 through 4 moving to Bean Bag 	<p>Juggling</p> <p><u>“X” Pattern with Scarves</u></p> <p>LT1. I can stand in good ready position: feet shoulder width apart, elbows in, palms down</p> <p>LT2. I can place all 3 scarves in my fingers using the claw grip</p> <p>LT3. I can perform the “X” pattern 10 times in a row in my area</p> <p><u>“X” Pattern with Balls</u></p> <p>LT4. I can stand in good ready position: feet shoulder width apart, elbows in, palms up</p>	<p>Juggling</p> <p>S1.M3.6</p> <p>S1.M18.6</p> <p>S1.M22.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Juggling Teacher/Peer Observation CFA</p>	<p>Juggling</p> <p>Key Vocabulary</p> <p>Cascade</p>
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		<p>LT5. I can hold all 3 balls in my hands</p> <p>LT6. I can perform the “X” pattern 10 times in a row in my area</p>			
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<p>Volleyball <i>UEQ:</i> <i>What is the best way to place your hands when passing a volleyball?</i> <i>What is the best way to place your hands when setting a volleyball?</i> <i>How many times can a volleyball be contacted before it must go over the net?</i> <i>What does rally scoring mean?</i> <i>When do players rotate?</i></p>	<p>Volleyball 1. Demonstrate a proper underhand serve, forearm pass, and setting techniques. 2a. Explain rally scoring. 2b. Be aware of the volleyball court boundary lines. 3a. Model the basic volleyball rotation. 3b. Cooperatively participate and apply rules and team strategies during a modified game of one-bounce volleyball 3c. Demonstrates</p>	<p>Volleyball <u>Ready Position</u> LT1. I can place feet shoulder width apart LT2. I can bend my knees LT3. I can balance on the balls of my feet</p>	<p>Volleyball S1.M11.6 S1.M12.6 S1.M15.6 S4.M6.6 S5.M6.6</p>	<p>Volleyball Written Test CSA Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>Volleyball Key Vocabulary Pass Set Serve Rally scoring</p>

<p>Volleyball</p> <ol style="list-style-type: none"> 1. Skills 2. Rules 3. Game strategy 4. Sportsmanship 	<p>competency in performing the fundamental volleyball skills in game situations.</p> <p>4. Demonstrate positive sportsmanship.</p>	<p>LT4. I can bend my arms, elbows by waist</p> <p><u>Passing</u></p> <p>LT5. I can say mine before contacting the ball</p> <p>LT6. I can pass with my hands together (hand slap or fist wrap)</p> <p>LT7. I can pass the ball while keeping my forearms below my shoulders (no swinging)</p> <p>LT8. I can move to get my body to face target</p> <p><u>Setting</u></p> <p>LT9. I can say mine before contacting the ball</p> <p>LT10. I can set the ball using my finger pads</p>			
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		<p>LT11. I can set the ball with my hands over my forehead (arms going from bent to straight)</p> <p>LT12. I can move to get my body to face target</p> <p><u>Serving</u></p> <p>LT13. I can place ball in opposite hand at waist level in front of my striking arm</p> <p>LT14. I can contact ball directly off hand with my palm of my hand (open handed) or fist (with palm up)</p> <p>LT15. I can follow through making sure my serving arm does not go higher than my shoulder</p> <p><u>Rules</u></p>			
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		<p>LT16. I can explain the rules of the game</p> <p>LT17. I can explain rally scoring</p> <p>LT18. I can play a game using a combination of the skills learned</p> <p>SCOOTERS</p> <p>LT1. Demonstrate different ways to</p>			
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<p>SCOOTERS <i>UEQ:</i> <i>What are the safety considerations when riding a scooter?</i> <i>What are the different ways you can move on the scooter?</i></p> <p>SCOOTERS 1. Skills 2. Safety 3. Game strategy 4. Teamwork</p>	<p>SCOOTERS 1. Practice and demonstrate different ways to safely travel on scooters 2. Perform proper safety techniques in game situation 3. Demonstrate movement on scooters and skills in game like situation 4. Students will be able to perform teamwork activities with scooters through various challenges</p>	<p>safely travel on scooters</p> <p>LT2. Demonstrate movement on scooters and skills in game like situation</p> <p>LT3. Students will be able to perform teamwork activities with scooters through various challenges</p>	<p>SCOOTERS</p> <p>S2.M1.6</p> <p>S2.M2.6</p> <p>S2.M3.6</p> <p>S2.M4.6</p> <p>S2.M5.6</p> <p>S2.M6.6</p> <p>S4.M5.6</p> <p>S4.M6.6</p> <p>S4.M7.6</p> <p>S5.M6.6</p>	<p>SCOOTERS</p> <p>Informal assessments of skill and knowledge CFA Observation</p>	<p>SCOOTERS</p> <p>Key Vocabulary</p> <p> Scoot Teamwork</p>
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<p>Basketball <i>UEQ:</i> <i>What are the basic key points when dribbling?</i> <i>What are two types of passes used in basketball?</i> <i>What does BEEF stand for?</i></p> <p>Basketball</p> <ol style="list-style-type: none"> Skills Rules Game strategy Sportsmanship 	<p>Basketball</p> <ol style="list-style-type: none"> Demonstrate proper dribbling, passing, and shooting skills. Explain basic rules. Demonstrate and describe proper defensive stance. Display positive sportsmanship. 	<p>Basketball</p> <p>LT1. I can dribble the basketball with my fingertips contacting the ball</p> <p>LT2. I can dribble the basketball below my waist</p> <p>LT3. I can dribble the basketball keeping my eyes off the ball looking ahead</p> <p>LT4. I can pass the basketball stepping towards the receiver</p> <p>LT5. I can pass the basketball</p>	<p>Basketball</p> <p>S1.M4.6</p> <p>S2.M1.6</p> <p>S2.M2.6</p> <p>S2.M3.6</p> <p>S2.M4.6</p> <p>S2.M5.6</p> <p>S2.M6.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Basketball</p> <p>Written assessment CSA</p> <p>Informal assessments of skill and knowledge through observation</p> <p>Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>Basketball</p> <p>Key Vocabulary</p> <p>Dribbling</p> <p>Passing</p> <p>Shooting</p> <p>Offense</p> <p>Defense</p>

		<p>extending my arms and fingers</p> <p>LT6. I can explain what BEEF stands for</p> <p>LT7. I can shoot the basketball with my elbow towards the basket</p> <p>LT8. I can shoot the basketball with a wrist snap follow through using my fingertips</p> <p>LT9. I can shoot the basketball using my legs as well as my arms</p>			
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<p>Floor Hockey <i>UEQ:</i> <i>Name the different parts of the stick.</i> <i>What basic elements make a good pass?</i> <i>What are some important skills for a goaltender to have?</i></p> <p>Floor Hockey</p> <ol style="list-style-type: none"> 1. Skills 2. Safety/Rules 3. Sportsmanship 	<p>Floor Hockey</p> <p>1a. Demonstrate proper stickhandling and passing techniques.</p> <p>1b. Display basic goalkeeping skills in a game situation.</p> <p>1c. Practice proper grip, dribbling, passing, shooting</p> <p>2.Practice following directions/rules/safe play</p> <p>3. Cooperatively work with classmates to accomplish team goals.</p>	<p>Floor Hockey</p> <p>LT1. I can pass to open teammates</p> <p>LT2. I can protect the hockey puck/ball</p> <p>LT3. I can move into an open space to receive a pass</p> <p>LT4. I will not high stick (keep blade below my knees)</p> <p>LT5. I will not lift hockey puck/ball</p> <p>LT6. I will not check</p> <p>LT7. I can remember goalie only in the crease</p>	<p>Floor Hockey</p> <p>S1.M14.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Floor Hockey</p> <p>Teacher Observation Written Test CSA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>Floor Hockey</p> <p>Key Vocabulary</p> <p>Passing Shooting High Sticking</p>
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<p>Bowling <i>UEQ:</i> <i>What is the proper footwork approach to the delivery?</i> <i>Where is the strike pocket located?</i> <i>What is the difference between the head pin and the King pin?</i></p> <p>Bowling</p> <ol style="list-style-type: none"> Skills Terminology Scoring 	<p>Bowling</p> <p>1a.Students will display a knowledge of the rules of bowling.</p> <p>1b.Students will demonstrate the correct grip, stance, approach, and delivery in bowling.</p> <p>2.Students will recognize and use bowling terminology correctly.</p> <p>3.Students will be able to understand how to keep track of scoring games</p>	<p>Bowling</p> <p>LT1. I can demonstrate how to properly hold the ball</p> <p>LT2. I can demonstrate proper bowling stance</p> <p>LT3. I can demonstrate the fundamental approach while bowling (4 step approach)</p> <p>LT4. I can demonstrate the mechanics of the delivery (Straight ball)</p> <p>LT5. I can discuss the rules pertaining to scoring (strike</p>	<p>Bowling</p> <p>S1.M15.6</p> <p>S1.M19.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Bowling Scoring Sheets CFA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>Bowling</p> <p>Key Vocabulary</p> <p>Strike</p> <p>Spare</p> <p>Split</p> <p>Head Pin</p> <p>King Pin</p> <p>Pocket</p> <p>Approach</p> <p>Grip</p>

		<p>point value, spare point value)</p> <p>LT6. I can demonstrate and understand the rules pertaining to etiquette (Silence, bowler on right has right away)</p> <p>LT7. I can discuss the rules pertaining to safety</p> <p>LT8. I can discuss the rules pertaining to fouls</p> <p>Speedmition</p>			
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<p>Speedminton <i>UEQ:</i> <i>What are the rules, skills, and game strategies involved in speedminton? How do teamwork and sportsmanship affect game play?</i></p> <p>Speedminton</p> <ol style="list-style-type: none"> 1. Skills 2. Rules 3. Game strategy 4. Sportsmanship 	<p>Speedminton</p> <p>1a. Demonstrate correct forehand and backhand strokes.</p> <p>1b. Model proper underhand serve.</p> <p>2a. Explain and display accurate rules and scoring.</p> <p>2b. Show the basic rotation pattern.</p> <p>3. Cooperatively work with teammate toward a common goal.</p> <p>4. Display positive sportsmanship</p>	<p>LT1. I can demonstrate correct basic form of holding a Speedminton racquet</p> <p>LT2. I can demonstrate correct basic form of serving</p> <p>LT3. I can demonstrate correct basic form forehand/backhand swing</p> <p>LT4. I can explain rotation/single/double play /scoring while playing Speedminton</p> <p>LT6. I can demonstrate safety while playing Speedminton</p>	<p>Speedminton</p> <p>S1.M13.6</p> <p>S1.M14.6</p> <p>S1.M16.6</p> <p>S2.M7.6</p> <p>S4.M6.6</p> <p>S5.M6.6</p>	<p>Speedminton Teacher Observation Written assessment CSA</p> <p>Informal assessments of skill and knowledge through observation Teacher observations of game knowledge, safety, sportsmanship and participation.</p>	<p>Speedminton Key Vocabulary</p> <p>Speeder</p> <p>Forehand/Backhand</p> <p>Forbidden Zone</p> <p>Forehand/Backhand</p>
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<p>LONG JUMP ROPE <i>UEQ:</i> <i>How is coordination related to jump roping?</i> <i>Why is teamwork and communication skills important while doing long rope jumping, team jumping, and partner jumps?</i></p> <p>LONG JUMP ROPE 1. Skills 2. Safety 3. Teamwork</p>	<p>LONG JUMP ROPE</p> <p>1. Demonstrate Entering Front Door, Leaving Long Rope, Turning Triangle, Turning Eggbeater, Jumping Triangle, Jumping Eggbeater</p> <p>2. Perform proper safety techniques while turning and jumping rope</p> <p>3. Students will be able to perform teamwork activities while jumping rope through various challenges</p>	<p>LONG JUMP ROPE</p> <p>LT1. I am able to work with a group to be successful in long jump ropes.</p> <p>LT2. I understand the importance of teamwork in long jump ropes.</p> <p>LT3. My group is able to perform 2-3 different ways to jump with long ropes.</p>	<p>LONG JUMP ROPE</p> <p>S4.M5.6</p> <p>S4.M7.6</p> <p>S5.M6.6</p>	<p>LONG JUMP ROPE</p> <p>Informal observation of skill and knowledge through observation of play. CFA</p>	<p>LONG JUMP ROPE</p> <p>Key Vocabulary</p> <p>Front Door/Back Door</p> <p>Egg Beater</p> <p>Umbrella</p> <p>Triangle</p> <p>Teamwork</p>

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<p>SPIN JAMMERS <i>UEQ:</i> <i>What are two ways to catch a frisbee?</i> <i>How can the grip of the frisbee effect the spin of your spin jammer?flight of the throw?</i> <i>How can you get the best spin from your spin jammer?</i></p> <p>SPIN JAMMERS 1. Skills 2. Safety</p>	<p>SPIN JAMMERS 1a. Demonstrate spinning of jammer. 1b. Demonstrate catching mechanics. 2. Perform proper safety techniques while spinning</p>	<p>SPIN JAMMERS LT1. I can demonstrate correct basic form of spinning LT2. I am able to perform 2-3 different ways to spin my jammer.</p>	<p>SPIN JAMMERS S4.M2.6 S4.M3.6 S4M4.6</p>	<p>SPIN JAMMERS Informal assessments of skill and knowledge CFA</p>	<p>SPIN JAMMERS Key Vocabulary Jammer Watcha stop it</p>
<p>Softball/Cricket <i>UEQ:</i> <i>What are some important steps when throwing?</i> <i>What key points are used</i></p>	<p>Softball/Cricket 1a.Demonstrate proper batting, fielding, and baserunning techniques.</p>	<p>Softball/Cricket LT1. I can throw the softball while using opposition (stepping with the opposite</p>	<p>Softball/Cricket S1.M2.6 S1.M20.6</p>	<p>Softball/Cricket Teacher observations of game knowledge,</p>	<p>Softball/Cricket Key Vocabulary Hitting</p>

<p><i>when batting?</i></p> <p>Softball/Cricket</p> <ol style="list-style-type: none"> 1. Skills 2. Game strategy 3. Sportsmanship 	<p>1b. Display basic throwing and catching skills.</p> <p>2a. Apply basic game tactics and strategies.</p> <p>2b. Students will be able to learn and practice game-specific modified rules.</p> <p>3. Define good sportsmanship and teamwork</p>	<p>foot) of my throwing hand</p> <p>LT2. I can throw the softball with my elbow above my shoulder</p> <p>LT3. I can follow through after throwing the softball to my opposite pocket</p> <p>LT4. I can catch a softball with my glove in the proper fielding position (glove above my waist fingers up, glove below my waist fingers down)</p> <p>LT5. I can hit the ball using proper grip (throwing hand on top)</p> <p>LT6. I can hit the ball with feet placed shoulder width apart</p>	<p>S5.M6.6</p>	<p>safety elements, sportsmanship and participation. CFA</p>	<p>Fielding Fly ball Ground ball Baserunning Wicket Bowler</p>
<p>TCHOUKBALL</p> <p><i>How do teamwork and sportsmanship affect game play?</i></p>	<p>TCHOUKBALL</p> <p>1. Demonstrate proper throwing and catching skills.</p>	<p>TCHOUKBALL</p> <p>LT1. I can demonstrate correct basic overhand throw</p>	<p>TCHOUKBALL</p> <p>S1.M2.6</p>	<p>TCHOUKBALL</p> <p>Teacher observations of game knowledge,</p>	<p>TCHOUKBALL</p> <p>Key Vocabulary</p> <p>Rebounder</p>

<p>TCHOUKBALL</p> <ol style="list-style-type: none"> 1. Skills 2. Game strategy 3. Sportsmanship 	<ol style="list-style-type: none"> 2. Apply basic game tactics and strategies 3. Demonstrate good sportsmanship and teamwork 	<p>LT2. I can demonstrate correct basic catching</p> <p>LT3. I can demonstrate positive social interaction during games</p> <p>LT4. I can cooperate during group and team play to accomplish goals</p> <p>LT5. I can understand the Rules of 3 concept</p> <p>LT6. I can demonstrate safety while playing Tchoukball</p>	<p>S1.M4.6</p> <p>S2.M1.6</p> <p>S2.M7.6</p> <p>S2.M9.6</p> <p>S5.M6.6</p>	<p>safety elements, sportsmanship and participation.</p> <p>CFA</p>	<p>Forbidden Zone Teamwork</p>
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<p>Outdoor Games <i>UEQ:</i> <i>What are some social benefits of outdoor games?</i> <i>What are some safety considerations while participating in outdoor games?</i> <i>What does etiquette consist of while participating in outdoor games?</i></p> <p>Outdoor Games</p> <ol style="list-style-type: none"> 1. Skills 2. Rules 3. Participation 4. Sportsmanship 	<p>Outdoor Games</p> <ol style="list-style-type: none"> 1. Apply basic locomotor skills to a variety of outdoor activities. 2. Model knowledge of the rules and strategies for a variety of outdoor yard games. 3. Actively engage in a variety of leisure games and activities. 4a. Display an appreciation for the importance of lifetime fitness. 4b. Demonstrate good sportsmanship and teamwork 	<p>Outdoor Games</p> <p>LT1. I am able to explain benefits to learning outdoor games, for recreation outside of school.</p> <p>LT2. I understand and follow safety rules for our outdoor games activities.</p> <p>LT3. I can define etiquette and give examples in relation to outdoor games.</p> <p>LT4. I have learned the rules to various outdoor games such as horseshoes, croquet, bocce ball, bean bag toss and ladder golf.</p>	<p>Outdoor Games</p> <p>S3.M2.6</p> <p>S5.M2.6</p> <p>S5.M6.6</p>	<p>Outdoor Games Teacher Observation CFA</p>	<p>Outdoor Games Key Vocabulary</p> <p>Etiquette</p> <p>Appreciation</p>
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