

| Unit 1 | | | | |
|------------------------------|---------|---|--|----------|
| Fitness Testing/Goal Setting | | | | |
| Duration | 2 weeks | | | Assessed |
| Priority Standard(s) | HM 1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | | |
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| Supporting Standard(s) | HM 1A | Analyze present fitness levels to create a longterm personal fitness plan which meets current and future needs necessary for the maintenance of health and fitness | | |
| | HM 1B | Describe the relationship between nutrition, exercise and body composition | | |
| | HM 1C | Design a personal fitness plan utilizing the FITT (frequency, intensity, time, type) principle and the principles of overload, progression, and specificity that contributes to an active healthy lifestyle | | |

Unit 2
Tennis

| Duration | 2 weeks | | Assessed |
|-------------------------------|----------------|---|-----------------|
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

| Unit 3 | | | |
|------------------------|---------|---|--|
| Ultimate Sports | | | |
| Duration | 3 weeks | Assessed | |
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

| Unit 4 | | | |
|------------------------|--------|---|----------|
| Tailgate Activities | | | |
| Duration | 2 week | | Assessed |
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2C | Summarize and apply rules, etiquette, skill techniques, and basic strategies in a variety of outdoor pursuits and recreational activities | |
| | PA2C | Consistently demonstrate skill competency in a variety of outdoor pursuits and recreational activities | |
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| Unit 5 | | | |
|------------------------|---------|---|--|
| Volleyball | | | |
| Duration | 2 weeks | Assessed | |
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

| Unit 6 | | | |
|------------------------|--------|--|----------|
| Dance | | | |
| Duration | 1 week | | Assessed |
| Priority Standard(s) | PA3D | Demonstrate basic skills and social etiquette in a variety of dance forms utilizing different cultural backgrounds (e.g., line dance, social, folk, aerobic, square, jazz, contemporary) | |
| | HM 1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | PA3E | Compare the recreational and social aspects of a variety of dances and their impact on cultural development | |
| | HM2A | Show personal etiquette, respect, and safety skills during physical activitiesIdentify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries Investigate and predict potential exercise-related injuries and medical conditions that could occur during a variety of physical activities | |
| | HM1E | Identify and analyze the critical elements of selected advanced skills (e.g., strength training, games) | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2D | Summarize the history, rules, terminology and etiquette in dance Identify and apply rules, skill techniques and basic strategies in dance Consistently demonstrate skill competency in dance | |
| | PA3C | Demonstrate rhythmic activities that use a variety of equipment to develop various components of fitness (e.g., dumbbells, exercise bands, steps, balls, scarves) | |

| Unit 7 | | | |
|------------------------|--------|---|----------|
| Badminton | | | |
| Duration | 1 Week | | Assessed |
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

Unit 8
Shuffelboard

| Duration | 1 week | | Assessed |
|-------------------------------|---------------|---|-----------------|
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

Unit 9

Table Tennis

| Duration | 1 week | | Assessed |
|-------------------------------|---------------|---|-----------------|
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

| Unit 10 | | | |
|------------------------|---------|---|----------|
| Basketball | | | |
| Duration | 2 weeks | | Assessed |
| Priority Standard(s) | HM1A | Use the concepts of health-related and skill-related fitness to connect the benefits each offers to the development of total lifetime fitness | |
| Supporting Standard(s) | HM2A | Show personal etiquette, respect, and safety skills during physical activities | |
| | HM2A | Identify strategies for including persons of diverse backgrounds and abilities in physical activities | |
| | HM3A | Identify the relationship between warm- up, cool-down, proper skill techniques, the use of protective equipment, and proper conditioning to exercise-related injuries | |
| | PA2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
| | PA2B | Summarize the history, rules, terminology, scoring and etiquette in a variety of individual, dual and team sport | |
| | PA2B | Identify and apply rules of play, skill techniques and basic game strategies in a variety of individual, dual and team sports | |
| | PA2B | Consistently demonstrate skill competency in a variety of individual, dual and team spots | |

| Unit 11 | | | |
|------------------------|-------|--|----------|
| Walking | | | |
| Duration | | | Assessed |
| Priority Standard(s) | PA 2A | Analyze skill techniques of self and others, detect skill errors, and make corrections to show improvement (e.g., peer assessment) | |
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| Supporting Standard(s) | HM 1B | Analyze the benefits of an effective stress management plan | |
| | HM 1B | Categorize short and long-term effects of stress on the individual | |