P.E.

<table>
<tr><td>Unit:
Basketball
Handball
Flag Football
Soccer
Volleyball
Baseball
Trashcan Baseball
Wiffleball
Kickball
Matball</td><td>Time Span: August-December</td></tr>
<tr><td colspan="2">Standards Taught
S1. M2-M13, M16, M20
S2. M1-M12
S3. M1-M10, M12, M13-M14, M17
S4. M1-M7
S5. M1, M3-M6
1.8.1
1.8.2
1.8.4
1.8.6
2.8.3
2.8.8
4.8.1
4.8.2
4.8.3
4.8.4
5.8.2
6.8.2
7.8.1
7.8.3
8.8.4</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>The entire class will learn all of the basics for the sports before we play them.
The class is split into halves to ensure all students receive the proper amount of practice before playing as a full group.</td><td>This class takes place in a gymnasium or outside in various settings.

The class is split for two days and is all together for one day.

23 students = 13 boys + 10 girls
All vary in athletic ability, communication skills, and teamwork abilities.</td></tr>
</table>

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What will students be doing?	Prior Knowledge Needed
Students will be taking part in sports they are most likely familiar with already. Students will be learning not only the motor skills for each of these sports, but they learn the strategies to help them succeed. Students will learn how to interact with their teammates to help them succeed in winning the games.	Students should have a basic understanding of basic throwing, hitting, catching, kicking, swinging, and running techniques. Stretching and warm-up techniques are also useful since this is done before every class period. Teamwork and sportsmanship is also needed since students will need to work as a team to win.
Assessments	Reflection
● Each sport is played for two weeks worth of classes (2 classes a week; 4 total class periods) ● Students go through their warm-up routines before class. ● Students take part in different drills that involve whatever motor movements are focused on in the sport. ● Students compete in these sports after training. ● Students are graded on their participation and sportsmanship. ● Learning how to play as a team is also watched. This includes how they interact with their teammates: speaking, inclusion, encouragement, and being respectful.	● This unit has a lot of activities that students are already familiar with, and that leads to a lot more enthusiasm and effort put forth by students. ● The students that are more advanced in their knowledge of the sports usually take an “assistant coach” position when the teacher explains certain parts of the game. ● Students learn a lot about using their teammates during these games especially if they have not played any sports that involve a team. ● It is fun to watch students that have not tried playing these games take part, and watching them grow in their abilities through drills and play is especially fun for the teacher.

P.E.

Unit: ● Dodgeball variations ○ Regular dodgeball ○ Doctor dodgeball ○ Jailbird dodgeball ○ One ball free-for-all ○ Four corners ● Pickleball ● Ultimate frisbee ● Can-Jam ● Spikeball	Time Span: January - April

Standards Taught

- S1.M2.6
- S1.M3.6
- S1.M4.6
- S1.M6.6
- S1.M12.6
- S1.M14.6
- S1.M16.6
- S2.M1.6
- S2.M2.6
- S2.M3.6
- S2.M4.6
- S2.M5.6
- S2.M6.6
- S2.M7.6
- S2.M12.6
- S2.M13.6
- S3.M1.6
- S3.M3.6
- S3.M5.6
- S3.M8.6
- S3.M12.6
- S4.M1.6
- S4.M3.6
- S4.M4.6
- S4.M5.6
- S4.M6.6a-b
- S4.M7.6
- S5.M1.6
- S5.M2.6
- S5.M6.6

- 1.8.4
- 4.8.1
- 4.8.2
- 4.8.4
- 5.8.4

P.E.

<table>
<tr><td colspan="2">

- 6.8.2
- 7.8.1
- 7.8.3

</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>

- The entire class will learn all of the basics for the games before we play them.
- The class is split into halves to ensure all students receive the proper amount of practice before playing as a full group.

</td><td>This class takes place in a gymnasium or outside in various settings.

The class is split for two days and is all together for one day.

23 students = 13 boys + 10 girls
● All vary in athletic ability, communication skills, and teamwork abilities.</td></tr>
<tr><td>What will students be doing?</td><td>Prior Knowledge Needed</td></tr>
<tr><td>

- Students will be taking part in different variations of dodgeball and games that could be classified as recreational or yard games.
- Students will be learning not only the motor skills for each of these sports, but they learn the strategies to help them succeed.
- Students will learn how to interact with their teammates to help them succeed in winning the games, and learn how to look out for themselves in some solo games.

</td><td>Students should have a basic understanding of basic throwing, hitting, catching, swinging, and running techniques.

Stretching and warm-up techniques are also useful since this is done before every class period.

Teamwork and sportsmanship is also needed since some games include separate teams.</td></tr>
<tr><td>Assessments</td><td>Reflection</td></tr>
<tr><td>

- Students go through their warm-up routines before class.
- Students take part in different drills that involve whatever motor movements are focused on in the sport.
- Students compete in these sports after training.
- Students are graded on their participation and sportsmanship.

</td><td>

- These games are more of the recreational/yard games that some students are familiar with, along with the inclusion of many different variants of dodgeball that I have played over the years.
- The different types of dodgeball become instant favorites with a lot of students, and some of them even become the favorite game of the entire year. They include different aspects like a jail that can be broken

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	out of, a doctor that can help you back up when you are knocked out, and even a free-for-all game where every student is on their own. ● The yard games portion is a good way to get students using many different motor functions, but can also be a good introduction to things they can play at home with many different materials. Because of a shortage in some equipment, students learn to use different things they can find around their house to play some of these games (ex. A can jam bin can also be an empty trash can). Some of these games can be a little more laid back and less intense when played which can help learning students play them and really focus on those key motor functions that come with each game.

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<table>
<tr><td>Unit: Track and Field
Running events
Solo sprints
Team relays
Throwing events
Discus
Shotput
Jumping events
Long jump
Triple jump
High jump</td><td>Time Span: April - May</td></tr>
<tr><td colspan="2">Standards Taught
S1.M2.6
S2.M12.6
S2.M13.6
S3.M1 .6
S3.M8 .6
S3.M9 .6
S3.M10 .6
S3.M12 .6
S3.M17 .6
S4.M1 .6
S4.M3.6
S4.M6.6a/b
S4.M7.6
S5.M3.6
S5.M6.6
1.12.5
5.12.6
6.12.2
6.12.3
7.12.1
7.12.2</td></tr>
<tr><td>Differentiation</td><td>Classroom Management and Environment</td></tr>
<tr><td>The entire class will learn all of the basics for the events before we take part in them.
The class is split into halves to ensure all students receive the proper amount of practice before playing as a full group.</td><td>This class takes place in a gymnasium or outside in the different areas of the school track.

The class is split for two days and is all together for one day.
23 students = 13 boys + 10 girls
All vary in athletic ability, communication skills, and teamwork</td></tr>
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	abilities.
What will students be doing?	Prior Knowledge Needed
● Students will be introduced to different running and field events on or near the track. ● Students will learn about the different warm-up techniques done by contestants that take part in the specific events to prepare them. ● Students will learn about the different techniques like the different jumps and throws that are specific to each event.	Prior knowledge of technique is helpful, but most students have not taken part in any of these events. This means most knowledge is taught and learned during the unit.
Assessments	Reflection
● Students go through their warm-up routines before class. ● Students take part in different drills that involve whatever motor movements are focused on in the sport. ● Students compete in these sports after training. ● Students are graded on their participation and sportsmanship.	● This unit can be very split on the amount of truly interested students before the beginning of each week, but by the end it has most students' interest piqued. They get excited for the chance to take part in the school track and field team the next year. ● Getting to go out to use the actual equipment and areas for proper practice always excites students because they feel a little more grown-up, and that they have graduated to another level of their athletics. ● We also learn the importance of event specific stretches and reinforce stretching overall because students don’t emphasize stretching as much as the athletes that compete in them regularly.

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