

## PE 2019-2020

	Grade / Unit Title	Time Frame	SOI	Key concepts	Related Concepts	Global Context	ATLs	Criterion Assessed	Content
6	<a href="#">Soccer</a> Year 1	4 weeks	In order for an individual to play effectively and appreciate the game not only are basic skills essential but an understanding of rules and history.	Culture	Perspective and choice	Fairness and development	Communication Thinking	Criterion A: Knowing and Understanding  Criterion C: Applying and Performing	Understand the Rules of the game 1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height.1.5 Dribble and pass a ball to a partner while being guarded. 1.9 Combine relationships, levels, speed, direction, and pathways in complex individual and group physical activities. 1.10 Combine motor skills to play a lead-up or modified game. 2.8 Illustrate how the intended direction of an object is affected by the angle of the implement or body part at the time of contact. 2.9 Identify opportunities to pass or dribble while being guarded 5.1 Participate productively in group physical activities. 5.2 Evaluate individual responsibility in group efforts. Social Interaction 5.3 Identify and define the role of each participant in a cooperative physical activity. Group Dynamics 5.4 Identify and agree on a common goal when participating in a cooperative physical activity. 5.5 Analyze possible solutions to a movement problem in a cooperative physical activity and come to a consensus on the best solution.  1.3 Strike an object consistently, using a body part, so that the object travels in the intended direction at the desired height. 5.1 Participate productively in group physical activities.
6	<a href="#">Line Dance</a> Year 1	4 weeks	Performers analyze current movement patterns so that they can create and refine technique during a performance.	Change	Refinement, movement patterns	Personal expression	Collaboration Communication skills	Criterion B: Planning for Performance  Criterion C: Applying and Performing	
6	<a href="#">Create-A-Game</a>	5 weeks	Communication (Key Concept), cooperation, and understanding different teammates <a href="#">perspectives</a> (Related Concept) helps to create an effective working environment which uses differences to develop a deeper understanding of rules and objectives. (Global Context)	Communication	Interaction and Perspective	Fairness and Development	Communication, Social, Thinking	Criterion B: Planning for Performance	
6	<a href="#">Grit to Fit</a>	4 weeks	There are many ways to be physically fit. You need to find <a href="#">balance</a> in order to <a href="#">develop</a> and <a href="#">refine</a> your fitness level.	<a href="#">Development</a>	<a href="#">Balance &amp; Refine</a>	<a href="#">Identities &amp; Relationships</a> Students will explore personal health and well-being.	Communication skills- Information literacy skills	Criterion A: Knowing and Understanding  Criterion B: Planning and Performance	In <a href="#">developing</a> their fitness routines, students will create a <a href="#">balance</a> of exercises to <a href="#">refine</a> their fitness. 3.1 Assess the components of health-related physical fitness assessment. 3.2 Compare individual physical fitness results with research-based standards for good health. 3.3 Develop individual goals for each of the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition).

										3.6 Monitor the intensity of one's heart rate during physical activity. 4.2 Develop a one-day personal physical fitness plan specifying the intensity, time, and types of physical activities for each component of health-related physical fitness. 4.4 Classify physical activities as aerobic or anaerobic. 4.5 Explain methods of monitoring heart rate intensity. 4.6 List the long-term benefits of participation in regular physical activity.
7	<a href="#">How Fit Can You Get?</a>	4 weeks	In order to <b>change</b> your fitness level, you must make <b>choices</b> based on who you are as an <b>individual</b> .	<b>Change</b>	<b>Movement &amp; Choice</b>	<b>Identities &amp; Relationships</b> Students will explore personal health and well-being.	Communication skills, Information literacy skills	Criterion A: Knowing and understanding  Criterion B: Planning and Performance	Fitness, improving fitness and the impact of a higher or lower heart rate on fitness and cardiovascular health. Through their presentations, students will be able to demonstrate that they know the components of fitness. The choices of activities students choose to include in their circuits will show where they are individually in terms of fitness level.	
7	<a href="#">Soccer</a> Team Play	4 weeks	To achieve optimum <b>movement</b> , you need to exploit the correct <b>space</b> within a game or activity, and therefore, be able to adapt to <b>ever-changing space</b> and types of <b>movements</b> required.	<b>Change</b>	<b>Movement &amp; Space</b>	<b>Space</b>	Thinking & Self-management:	Criterion B: Planning & Performance  Criterion C: Applying & Performing	1.1 Demonstrate mature techniques for the following patterns: overhand, sidearm, and underhand throwing; catching; kicking/punting; striking; trapping; dribbling (hand and foot); and volleying. 2.6 Diagram and demonstrate basic offensive and defensive strategies for individual and dual physical activities. 5.4 Evaluate the effect of expressing encouragement to others while participating in a group physical activity. 5.5 Identify the responsibilities of a leader in physical activity.	
7	<a href="#">Multicultural Dance Tinkling</a> Year 1	5 weeks	Performers analyse current movement patterns so that they can refine technique during performance.	Change	Refinement, practice, movement patterns	Personal and cultural expression	Collaboration Social Skills	Criterion B: Planning for Performance  Criterion C: Applying and Performing		
8	<a href="#">Soccer</a>	4 weeks	<b>Communication</b> is key to success and <b>adapting</b> strategies through the course of the game and building <b>team relationships</b>	<b>Communication</b>	<b>Adapting</b>	<b>Relationships</b>	Communication skills & Social Collaboration skills	Criterion A: Knowing and understanding.  Criterion C: Applying and performing  Criterion D: Reflecting and improving performance	8th-1.3 Demonstrate basic offensive and defensive skills and strategies in team physical activities. 1.4 Apply locomotor, nonlocomotor, and manipulative skills to team physical activities. 2.5 Diagram, explain, and justify offensive and defensive strategies in modified and team sports, games, and activities. 5.5 Accept the roles of group members within the structure of a game or activity. 5.6 Describe leadership roles and responsibilities in the context of team games and activities.	
8	<a href="#">Dance Around The World</a> Year 3	5 weeks	Performers use dance to express culture and history of different countries.	Change	Refinement, practice, movement patterns	Personal and cultural expression	Collaboration Creative and Innovation	Criterion B: Planning for Performance  Criterion C: Applying and Performing	Students will manage their time and meet deadlines in order to effectively produce their own interpretive dance routine. -Students will use a wide range of sources and technology to generate a dance routine. -Students will site sources where they used various dance moves in their own routines.	

										-Students will use prior knowledge and connections with what they know about dance to create and perform a dance routine on their own.
8	<a href="#">The Playbook</a>	8 weeks	A specific well designed system (Key Concept) that focuses on team coordination in multiple environments (Related Concept) will allow for metacognition and abstract thinking from individual members of the team (Global Context).	Systems	Function and Space	Personal and Cultural Expression -Metacognition and abstract thinking	Thinking Skills:	Criterion B		<p>Model proper technique and skills needed to fully participate in the unit (Throwing, catching, body position).</p> <p>Reintroduce the nine separate receiver routes over a three-week period. Allow for modeling and each student the opportunity to practice each route. Explain the importance and effectiveness of a properly run route in relationship to the team effort.</p> <p>Remind and differentiate the three separate defenses (cover 2, cover 3, and man to man).</p>
8	<a href="#">Create-A-Game</a>	5 weeks	Communication (Key Concept), cooperation, and understanding different teammates <a href="#">perspectives</a> (Related Concept) helps to create an effective working environment which uses differences to develop a deeper understanding of rules and objectives. (Global Context)	Communication	Interaction and Perspective	Fairness and Development	Communication, Social, Thinking	Criterion B: Planning for Performance		<p><b>State Standards</b></p> <p><b>1.10</b> Combine motor skills to play a lead-up or modified game.</p> <p><b>3.1</b> Assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility, aerobic capacity, and body composition) by using a scientifically based health-related fitness assessment.</p>
8	<a href="#">Getting Fit</a>	4 weeks	Your <a href="#">relationships</a> and <a href="#">interactions</a> impact your <a href="#">perspective</a> on healthy lifestyles.	<a href="#">Relationships</a>	<a href="#">Interactions &amp; Perspective</a>	<a href="#">Identities &amp; Relationships</a>	Communication skills & Information literacy skills	<p>Criterion A: Knowing and understanding</p> <p>Criterion B: Planning and Performance</p>		Through their presentations, students will be able to demonstrate that they know the components of fitness. The choices of activities students choose to include in their circuits will show where they are individually in terms of fitness level.