

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 1		<p>A. Cooperation among teammates</p> <p>B. Knowledge of game scoring, positions, field markings</p> <p>C. Cooperative learning strategies for all players</p> <p>D. Pass patterns</p> <p>E. Spatial awareness in the passing game</p> <p>F. Progressive point scoring system</p>	<p>A. Designed plays and uses them effectively</p> <p>B. Described boundaries for game play</p> <p>C. Demonstrated proper passing skill</p> <p>D. Memorized pass patterns</p> <p>E. Expressed concerns for safety</p> <p>F. Explained the point scoring system</p>	<p>A - F Description of target hand use for catching</p> <p>A - F Observation of student by teacher as to proper skill techniques</p> <p>A - F Demonstration of correct field position for offense and defense</p>	<p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p>	
Unit 2		<p>A. Goalie's 2 defensive positions</p> <p>B. Markings on court (in bounds, out of bounds, crease, top & side boxes).</p> <p>C. Ways to score a point and number of points for a win.</p> <p>D. Rules and strategies of defense.</p> <p>E. Teamwork</p> <p>F. Safety for reaction ball</p>	<p>A. Identified all player positions</p> <p>B. Described boundaries and rules governing possession</p> <p>C1. Applied point scoring system</p> <p>C2. Formulated creative ways to score within the rules</p> <p>D. Demonstrated use of space and successful defensive stops</p> <p>E. Used teammates effectively to get everyone involved in scoring.</p> <p>F. Measured success of others by fair play and cooperation</p>	<p>B1. Checklist by student of rules</p> <p>A. Interview students on the roles of each player (offense/defense/goalie/postman)</p> <p>B2. Description of court markings by students to teacher</p> <p>C1, C2. List ways to score</p> <p>D,E,F. Applied through game like observation</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2B</p>	
Unit 3		<p>A. Juggling patterns</p> <p>B. Safety in the gym consists of knowing boundaries and keeping equipment put away-if equipment is dropped then you are responsible for it to be picked up and put away</p> <p>C. Focus and concentration development</p> <p>D. Self discipline awareness</p>	<p>A1. Repeated, recalled, memorized three ball pattern</p> <p>A2. Exhibited three ball cascade pattern</p> <p>A3. Exhibited reverse three ball cascade pattern</p> <p>B. Identified and explained safety procedures</p> <p>C. Prepared and related to multi tasking</p> <p>D. Supports individual progression and achievement</p>	<p>A-D Observation of student by instructor as to proper skill techniques</p> <p>A - D. Demonstration of correctly performed task and station goal</p>	<p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2E</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2C</p>	

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 4	Juggling - same as November					
Unit 5		<p>A. Forearm pass, overhead pass, spike, tip, serve</p> <p>B. Basic concept - pass, set, hit</p> <p>C. Rules and court markings</p> <p>D. Scoring system</p>	<p>A. Explained how to advance the ball using appropriate skills</p> <p>B. Demonstrated and practiced ball and foot movement</p> <p>D. Used appropriate scoring system</p> <p>C. Identified court markings and what used for</p>	A-D. Demonstration, observation through play	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p> <p>HPEFACS3-K2-2C</p>	
Unit 6		<p>A. Individual moves...</p> <p>B. Form shooting.....Balance, Eyes, Elbows, Follow through</p> <p>C. Scoring system</p>	<p>A1. Recognized and performed the pivot</p> <p>A2. Recognized and performed jab steps</p> <p>A3. Recognized and performed head/shoulder and ball fake</p> <p>A4. Recognized and performed power drive</p> <p>A5. Recognized and performed power step away</p> <p>A6. Recognized and performed the Larry Bird move</p> <p>A7. Recognized and performed cross over drive</p> <p>A8. Recognized and performed cross over step away</p> <p>A9. Recognized and performed fake/pivot/shoot</p> <p>B. Demonstrated the B-E-E-F method (Balance, Elbow, Eyes, Follow through)</p> <p>C. Formulated creative ways to score within the rules</p>	A-C Play, observation and demonstration of the individual move game	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2C</p> <p>HPEFACS3-K2-2B</p>	

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 7		<p>A. circuit training</p> <p>B. toning</p> <p>C. proper technique</p> <p>D. aerobic and anaerobic exercises</p> <p>E. Safety</p>	<p>A - E Related to the importance of fitness for life</p> <p>A - E performed the various exercises</p> <p>A & D made use of a pedometer</p> <p>A - E Demonstrated the fitness circuit</p>	<p>A - E Charts workout on worksheet</p> <p>A - E Demonstration</p> <p>A - E Observation</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2D</p> <p>HPEFACS1-K2-2E</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p> <p>HPEFACS3-K2-2C</p>	
Unit 8		<p>A. Scoring System</p> <p>B. Rules and court markings</p> <p>C. Serve, forehand, backhand, spins</p> <p>D. Strategies</p>	<p>A. Used appropriated scoring system</p> <p>B1. Defined boundaries of court</p> <p>B2. Practiced good sportsmanship when calling games</p> <p>C. Identified the serve, backhand and forehand hitting methods for game play</p> <p>D1. Recognized and performed the Volley for serve game</p> <p>D2. Recognized and performed the Front\Back game</p> <p>D3. Recognized and performed the Left\Right Game</p>	<p>A. List ways to score</p> <p>B2 Observation of student by teacher as to proper skill techniques</p> <p>B1 Demonstration of correct court position</p> <p>C - D3 Demonstration serving, forehand and backhand</p> <p>A -D3 Checklist by student of rules</p>	<p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-K2-2C</p> <p>HPEFACS3-K2-2A</p> <p>HPEFACS3-K2-2B</p> <p>HPEFACS3-K2-2C</p>	
Unit 9		<p>A. Rules and field markings</p> <p>B. Scoring system</p> <p>C. Batting</p> <p>D. Baserunning</p> <p>E. Fielding</p>	<p>A. Performed Over the Line game, successfully</p> <p>B. Used appropriate scoring system</p> <p>C. Demonstrated proper batting technique</p> <p>D. Demonstrated proper baserunning technique</p> <p>E. Demonstrated proper fielding technique</p>	<p>A - E Play, observation and demonstrate the Over the Line game</p>	<p>HPEFACS1-K2-2A</p> <p>HPEFACS1-K2-2B</p> <p>HPEFACS1-K2-2C</p> <p>HPEFACS1-K2-2F</p> <p>HPEFACS2-K2-2A</p> <p>HPEFACS2-K2-2B</p> <p>HPEFACS2-K2-2C</p> <p>HPEFACS2-K2-2D</p> <p>HPEFACS2-K2-2E</p> <p>HPEFACS3-</p>	

					K2-2A HPEFACS3- K2-2B HPEFACS3- K2-2C	
--	--	--	--	--	--	--

	Essential Questions	Content	Skills	Assessments	Standards/PIs	Resources/Notes
Unit 10	Over the line - continued					

Key to Standards used in this Map

HPEFACS1-K2-2A [5 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2A - demonstrate competency in a variety of physical activities (games, sports, exercises) that provide conditioning for each fitness area. [Intermediate]

HPEFACS1-K2-2B [5 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2B - know that motor skills progress in complexity and need to be used in the context of games and sports with additional environmental constraints. [Intermediate]

HPEFACS1-K2-2C [8 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2C - combine and integrate fundamental skills and adjust technique based on feedback, including self-assessment. [Intermediate]

HPEFACS1-K2-2D [1 occurrence] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2D - understand the relationship between physical activity and the prevention of illness, disease, and premature death. [Intermediate]

HPEFACS1-K2-2E [2 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2E - develop and implement a personal fitness plan based on self-assessment and goal setting, understand physiological changes that result from training, and understand the health benefits of regular participation in activity. [Intermediate]

HPEFACS1-K2-2F [6 occurrences] - HPEFACS Standard 1 - Key Idea 2 [Physical Education] - Performance Indicator 2F - develop leadership, problem solving, cooperation, and team work by participating in group activities. [Intermediate]

HPEFACS2-K2-2A [8 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2A - understand the risks of injury if physical activity is performed incorrectly or performed in extreme environmental conditions, and recognize the importance of safe physical conditions (equipment, facilities) as well as the emotional conditions essential for safety [Intermediate]

HPEFACS2-K2-2B [7 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2B - develop skills of cooperation and collaboration, as well as fairness, sportsmanship, and respect for others. [Intermediate]

HPEFACS2-K2-2C [8 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2C - work constructively with others to accomplish a goal in a group activity, demonstrating consideration for others involved. [Intermediate]

HPEFACS2-K2-2D [8 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2D - understand the physical and environmental dangers associated with particular activities and demonstrate proper procedures for safe participation in games, sports, and recreational pursuits. [Intermediate]

HPEFACS2-K2-2E [8 occurrences] - HPEFACS Standard 2 - Key Idea 2 [Physical Education] - Performance Indicator 2E - understand the role of physical activity, sport, and games as a balance between cooperative and competitive behaviors and as a possible arena in which to develop and sharpen leadership and problem solving skills, and understand the physical, emotional, and social benefits of participation in physical activities. [Intermediate]

HPEFACS3-K2-2A [7 occurrences] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2A - should be informed consumers, aware of the alternatives available to them within their communities for physical activity and should be able to evaluate facilities and programs available. [Intermediate]

HPEFACS3-K2-2B [7 occurrences] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2B - demonstrate the ability to locate physical activity information, products, and services. [Intermediate]

HPEFACS3-K2-2C [7 occurrences] - HPEFACS Standard 3 - Key Idea 2 [Physical Education] - Performance Indicator 2C - know some career options in the field of physical fitness and sports. [Intermediate]