

Extended Curriculum Maps

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: September/Gator Ball	
Content/Big Ideas (What the students should know and be able to do)	Students will learn the basic movements, fundamental skills and rules of Gator Ball.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	<p>How does the scoring work in Gator Ball?</p> <p>When do goalies rotate?</p> <p>What is the crease and why do we have it?</p> <p>What are the ways you can move the ball down the field?</p>	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	<p>The students will learn techniques on moving the ball from foot to hand.</p> <p>The students will learn passing skills using both their feet and hands.</p> <p>The students will learn how to work within the team environment.</p>	
Activities & Assessments (How you will hold the students accountable for their learning)	<p>The students will safely play the game within the rules with an 80% success rate while maintaining constant activity.</p> <p>The students will safely and successfully play within a cooperative team setting.</p>	
Standards/Benchmarks (PA Academic Standards)	<p>10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E, 10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A.</p>	

Technology/Supplemental Materials/Resources	Scoreboard, Gator Ball, Hockey nets
---	-------------------------------------

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: September/Football	
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play football.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can you use the throwing and catching skills you've learned along with teammates to effectively move the football down the field to score?	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	<p>Movement skills, movement concepts, throwing skills and catching skills.</p> <p>The students will learn how to pass and catch the ball through proper technique in forearm bumping and setting.</p> <p>The students will learn to play within a cooperative team environment within the established rules and parameters.</p>	
Activities & Assessments (How you will hold the students accountable for their learning)	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>	

Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.
Technology/Supplemental Materials/Resources	Football, Cones, sufficient open indoor or outdoor space, flags.

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: October/Kickball
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Kickball.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can my team get on base? How can my team score? How can my team get an out?

<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>The students will demonstrate knowledge of basic kickball rules, i.e. force outs (get the lead runner), tagging up (what a base runner does on a fly ball)</p> <p>The students will abide by the below listed safety rules to ensure injury free participation</p> <ul style="list-style-type: none"> *Do not throw the *To always play under control and call *“ I’ve got it “ on fly balls to avoid collisions
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Kickball, sufficient open indoor or outdoor space, Bases.</p>

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: October/Flicker Ball	
<p>Content/Big Ideas (What the students should know and be able to do)</p>	<p>The students will learn the fundamental skills needed to play Flicker Ball.</p>	
<p>Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)</p>	<p>How can you use the throwing and catching skills you've learned along with teammates to effectively move the football down the field to score?</p>	
<p>Skills (What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>Movement skills, movement concepts, throwing skills and catching skills.</p> <p>The students will learn how to pass and catch the ball through proper technique in forearm bumping and setting.</p> <p>The students will learn to play within a cooperative team environment within the established rules and parameters.</p>	
<p>Activities & Assessments (How you will hold the students accountable for their learning)</p>	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>	
<p>Standards/Benchmarks (PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>	

Technology/Supplemental Materials/Resources	Football, Cones, sufficient open indoor or outdoor space, flags.
---	--

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: October/Presidential Fitness Challenge Exercises	
Content/Big Ideas (What the students should know and be able to do)	Participation in physical activity impacts wellness throughout a lifetime.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can you enhance the quality of movement for lifelong participation in physical activity?	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	<p>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.</p> <p>Skills learned and practiced include sit-ups, pull ups, push-ups, the mile run, the shuttle run, and the sit and reach.</p>	
Activities & Assessments (How you will hold the students accountable for their learning)	Completion of the Presidential Fitness Challenge Exercises and at a minimum of the Claysburg-Kimmel third tier.	

<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>The students will demonstrate proficiency in passing and shooting the basketball.</p> <p>The students will play games of 3-3, 5-5 and knockout.</p> <p>The students will safely and successfully play within a cooperative team setting.</p>
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Basketballs, Basketball Court</p>

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: December/Circuit Training	
<p>Content/Big Ideas</p> <p>(What the students should know and be able to do)</p>	<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	
<p>Essential Questions</p> <p>(These are important questions that build on the content that students MUST be able to answer after a unit or lesson)</p>	<p>How can you enhance the quality of movement for lifelong participation in physical activity?</p>	
<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life</p>	
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>Completion of the circuit training activities and worksheets within the allotted amount of time for each station.</p>	
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E</p>	

Technology/Supplemental Materials/Resources	Stopwatch, Heart Rate Worksheet
---	---------------------------------

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: December/Capture the Flag
Content/Big Ideas (What the students should know and be able to do)	The students will learn to safely play the cooperative game of Capture the Flag.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How do you capture an opponent? How do you win the game? What is "jail" and how do I get free? Where may I hide the flag?
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.
Activities & Assessments (How you will hold the students accountable for their learning)	The students will be graded upon their participation and willingness to learn the skills taught. The students will be graded up on their ability to work within the team environment and rules of the game.

Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.
Technology/Supplemental Materials/Resources	Bandanas, Cones, Boundary lines, open floor or outdoor space, waist flags

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: January/Presidential Fitness Challenge Exercises	
Content/Big Ideas (What the students should know and be able to do)	Participation in physical activity impacts wellness throughout a lifetime.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can you enhance the quality of movement for lifelong participation in physical activity?	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life. Skills learned and practiced include sit-ups, pull ups, push-ups, the mile run, the shuttle run, and the sit and reach.	

Activities & Assessments (How you will hold the students accountable for their learning)	Completion of the Presidential Fitness Challenge Exercises and at a minimum of the Claysburg-Kimmel third tier.
Standards/Benchmarks (PA Academic Standards)	10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E
Technology/Supplemental Materials/Resources	Mat, Pull-ups bar, open space for the mile run, cones, stop watch, Sit and Reach caliper.

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: January/Gator Ball	
Content/Big Ideas (What the students should know and be able to do)	Students will learn the basic movements, fundamental skills and rules of Gator Ball.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How does the scoring work in Gator Ball? When do goalies rotate? What is the crease and why do we have it? What are the ways you can move the ball down the field?	

<p>Skills (What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>The students will learn techniques on moving the ball from foot to hand. The students will learn passing skills using both their feet and hands. The students will learn how to work within the team environment.</p>
<p>Activities & Assessments (How you will hold the students accountable for their learning)</p>	<p>The students will safely play the game within the rules with an 80% success rate while maintaining constant activity. The students will safely and successfully play within a cooperative team setting.</p>
<p>Standards/Benchmarks (PA Academic Standards)</p>	<p>10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E, 10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Scoreboard, Gator Ball, Hockey nets</p>

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: February/Basketball	
<p>Content/Big Ideas</p> <p>(What the students should know and be able to do)</p>	<p>The students will learn the fundamental skills needed to play basketball</p>	
<p>Essential Questions</p> <p>(These are important questions that build on the content that students MUST be able to answer after a unit or lesson)</p>	<p>How do you legally move with the basketball?</p> <p>How do you score in basketball and how many points are various shots worth?</p>	
<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams.</p> <p>Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>	
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>The students will demonstrate proficiency in passing and shooting the basketball.</p> <p>The students will play games of 3-3, 5-5 and knockout.</p> <p>The students will safely and successfully play within a cooperative team setting.</p>	
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>	

Technology/Supplemental Materials/Resources	Basketballs, Basketball Court
---	-------------------------------

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: February/Volleyball	
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play volleyball	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	<p>How do you rotate within the game of volleyball?</p> <p>How do you score in the game of volleyball?</p> <p>How many hits is each side allowed before the ball must go over the net?</p>	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	<p>The students will learn how to serve over the net from the correct place on the court.</p> <p>The students will learn how to pass the ball through proper technique in forearm bumping and setting.</p> <p>The students will learn to play within a cooperative team environment.</p>	
Activities & Assessments (How you will hold the students accountable for their learning)	<p>The students will be tested by serving with a 60% success rate.</p> <p>The students will be tested on passing efficiency by both forearms bumping and setting with a 60% success rate.</p> <p>The students will safely and successfully play within a cooperative team setting.</p>	

Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.
Technology/Supplemental Materials/Resources	Volleyball, Volleyball Net, Volleyball court

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: March/Kickball
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Kickball.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can my team get on base? How can my team score? How can my team get an out?

<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>The students will demonstrate knowledge of basic kickball rules, i.e. force outs (get the lead runner), tagging up (what a base runner does on a fly ball)</p> <p>The students will abide by the below listed safety rules to ensure injury free participation</p> <ul style="list-style-type: none"> *Do not throw the *To always play under control and call *“ I’ve got it “ on fly balls to avoid collisions
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Kickball, sufficient open indoor or outdoor space, Bases.</p>

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: March/Circuit Training	
<p>Content/Big Ideas</p> <p>(What the students should know and be able to do)</p>	<p>Participation in physical activity impacts wellness throughout a lifetime.</p>	
<p>Essential Questions</p> <p>(These are important questions that build on the content that students MUST be able to answer after a unit or lesson)</p>	<p>How can you enhance the quality of movement for lifelong participation in physical activity?</p>	
<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life</p>	
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>Completion of the circuit training activities and worksheets within the allotted amount of time for each station.</p>	
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E</p>	

Technology/Supplemental Materials/Resources	Stopwatch, Heart Rate Worksheet
---	---------------------------------

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: April/Capture the Flag
Content/Big Ideas (What the students should know and be able to do)	The students will learn to safely play the cooperative game of Capture the Flag.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How do you capture an opponent? How do you win the game? What is "jail" and how do I get free? Where may I hide the flag?
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.
Activities & Assessments (How you will hold the students accountable for their learning)	The students will be graded upon their participation and willingness to learn the skills taught. The students will be graded up on their ability to work within the team environment and rules of the game.

Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.
Technology/Supplemental Materials/Resources	Bandanas, Cones, Boundary lines, open floor or outdoor space, waist flags

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: April/Badminton
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Badminton.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How do I properly hit the birdie with the badminton racket? How do individuals and/or teams score? How do I rotate in team play?

<p>Skills</p> <p>(What the students will use in order to work with and learn the content and answer the essential questions)</p>	<p>The students will demonstrate knowledge of basic badminton racket hitting skills. (i.e. forearm, backhand and serving skills).</p> <p>The students will abide by the below listed safety rules to ensure injury free participation</p> <p>*Do not strike the net.</p> <p>*To always play under control avoid collisions.</p>
<p>Activities & Assessments</p> <p>(How you will hold the students accountable for their learning)</p>	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>
<p>Standards/Benchmarks</p> <p>(PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Badminton nets, badminton rackets, birdies, open floor space for courts.</p>

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: April/Pickle ball
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Pickle ball.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How do I properly hit the birdie with the Pickle ball racket? How do individuals and/or teams score? How do I rotate in team play?
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	The students will demonstrate knowledge of basic badminton racket hitting skills. (i.e. forearm, backhand and serving skills). The students will abide by the below listed safety rules to ensure injury free participation *Do not strike the net. *To always play under control avoid collisions.
Activities & Assessments (How you will hold the students accountable for their learning)	The students will be graded upon their participation and willingness to learn the skills taught. The students will be graded up on their ability to work within the team environment and rules of the game.
Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.

Technology/Supplemental Materials/Resources	Badminton/Pickle ball nets, Pickle ball rackets, Pickle ball, open floor space for courts.
---	--

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: May/Wiffle Ball	
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Wiffle Ball.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can my team get on base? How can my team score? How can my team get an out?	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	The students will demonstrate knowledge of basic whiffle ball/baseball/softball rules, i.e.force outs (get the lead runner), tagging up (what a base runner does on a fly ball) The students will abide by the below listed safety rules to ensure injury free participation *Do not throw the *To always play under control and call *“ I’ve got it “ on fly balls to avoid collisions	

<p>Activities & Assessments (How you will hold the students accountable for their learning)</p>	<p>The students will be graded upon their participation and willingness to learn the skills taught.</p> <p>The students will be graded up on their ability to work within the team environment and rules of the game.</p>
<p>Standards/Benchmarks (PA Academic Standards)</p>	<p>10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.</p>
<p>Technology/Supplemental Materials/Resources</p>	<p>Whiffle Ball, Whiffle Ball Bat, sufficient open indoor or outdoor space, Bases.</p>

Teacher: David Marko Course: Physical Education Grade Levels : 7-12	
	Month/Topic: May/Softball
Content/Big Ideas (What the students should know and be able to do)	The students will learn the fundamental skills needed to play Softball.
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can my team get on base? How can my team score? How can my team get an out?
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	The students will demonstrate knowledge of basic whiffle ball/baseball/softball rules, i.e.force outs (get the lead runner), tagging up (what a base runner does on a fly ball) The students will abide by the below listed safety rules to ensure injury free participation *Do not throw the *To always play under control and call *" I've got it " on fly balls to avoid collisions
Activities &Assessments (How you will hold the students accountable for their learning)	The students will be graded upon their participation and willingness to learn the skills taught. The students will be graded up on their ability to work within the team environment and rules of the game.

Standards/Benchmarks (PA Academic Standards)	10.3.9.A, 10.3.12.A., 10.3.9.D., 10.3.12.D., 10.4.9.D., 10.4.12.D., 10.4.9.E., 10.4.12.E., 10.5.9.A., 10.5.12.A., 10.5.9.B., 10.5.12.B.
Technology/Supplemental Materials/Resources	Softball, Softball Bat, sufficient open indoor or outdoor space, Bases.

Teacher: David Marko	Course: Physical Education	Grade Levels : 7-12
	Month/Topic: May/Presidential Fitness Challenge Exercises	
Content/Big Ideas (What the students should know and be able to do)	Participation in physical activity impacts wellness throughout a lifetime.	
Essential Questions (These are important questions that build on the content that students MUST be able to answer after a unit or lesson)	How can you enhance the quality of movement for lifelong participation in physical activity?	
Skills (What the students will use in order to work with and learn the content and answer the essential questions)	Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life. Skills learned and practiced include sit-ups, pull ups, push-ups, the mile run, the shuttle run, and the sit and reach.	

Activities & Assessments (How you will hold the students accountable for their learning)	Completion of the Presidential Fitness Challenge Exercises and at a minimum of the Claysburg-Kimmel third tier.
Standards/Benchmarks (PA Academic Standards)	10.5.12.A, 10.5.12.B, 10.5.12.C, 10.5.12.E
Technology/Supplemental Materials/Resources	Mat, Pull-ups bar, open space for the mile run, cones, stop watch, Sit and Reach caliper.