

<i>Physical Education and Health Assessment Categories</i>	<i>Physical Activity Applications</i>	<i>Knowledge and Understanding-Practical Applications</i>	<i>Fitness Management and Fitness Skills</i>	<i>Safety</i>	<i>Personal and Social Management Skills</i>	<i>Active Living</i>	<i>Health-Promotion Calendar Themes</i>	<i>Weight Worth</i>	<i>Term Mark</i>
<i>Physical Education % Weighting</i>	20%	30%	25%					x75%	
<i>Health Related %</i>				5%	10%	10%		x25%	
<i>Monthly Units/Topics-Grade 6</i>	<i>Physical Activity Categories</i>	<i>Movement</i>	<i>Fitness Management</i>	<i>Safety</i>	<i>Personal and Social Management</i>	<i>Healthy Lifestyle Practices</i>		<i>Suggested Assessment/Evaluation Strategies</i>	
<b>September</b>		<b>GLO 1</b>	<b>GLO 2</b>	<b>GLO 3</b>	<b>GLO 4</b>	<b>GLO 5</b>			
September:Cycle 1	1.Team Work and Fair Play;Innovative:- Low Organized Games 2. Lead-Up Games: Tag, Dodgeball, relays 3. TGFU	1. Using selected movement skills in a variety of different individual/dual games(12)	1. Identify proper techniques of stretching (22) 2.Behaviors that encourage effort,participation(23)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play 3.Social Decision-Making(44) 4.Participation and Responsibility factors(45)	1. Identify responsible decisions(60) 2. Proper Hygiene (57) 3.Proper Practices/Policies supporting healthy schools and communities(58)	<b>Personal Health Practices</b>	Team Building,Daily Student/Peer Evaluation, Pen and Pencil Goals worksheets, Active Living, Teacher Observation, Rubric Assessment	
September:Cycle 2	1. Cooperative Games:Individual/Dual/Gro up- Low Organized Games 2.Lead-Up Games: Tag, Dodgeball, relays 3. TGFU	1. Using selected movement skills in a variety of different individual/dual games(12)	1. Identify proper techniques of stretching (22) 2.Behaviors that encourage effort,participation(23)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play 3.Social Decision-Making(44) 4.Participation and Responsibility factors(45)	1. Identify responsible decisions(60), 2. Proper Hygiene(57) 3. Benefits of participating in Physical activity(58)		Daily Student/Peer Evaluation, Pen and Pencil Goals worksheets, Active Living, Teacher Observation, Rubric Assessment	
September:Cycle 3	1. Team GamesTerritory/Invasion:Ultimate, Touch Football, Soccer, Lacrosse, Bandy	1. Using selected movement skills in a variety of different team games(12) 2. Identify simple offensive/defensive skills in lead up games of different sports (7)	1. Recognize how Fitness components contributes to skill development(18)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play 3.Social Decision-Making(44) 4.Participation and Responsibility factors(45) 5. Describe individual characteristics that contribute to development of personal identity (40)	1. Identify responsible decisions(60) 2. Proper Hygiene (57) 3. Benefits of participating in Physical activity (58)		Daily Student/Peer Evaluation, Pen and Pencil Team evaluation inventories, Active Living, Teacher Observation, Rubric Assessment	
<b>October</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>			
October:Cycle 1	1. Team GamesTerritory/Invasion:Ultimate, Touch Football, Soccer, Lacrosse, Bandy	1. Using selected movement skills in a variety of different team games(12) 2. Identify simple offensive/defensive skills in lead up games of different sports (7)	1. Recognize how Fitness components contributes to skill development(18)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play 3.Social Decision-Making(44) 4.Participation and Responsibility factors (45) 5. Identify and revise short and long term goals(41)	1. Identify responsible decisions(60) 2. Proper Hygiene (57) 3. Benefits of participating in Physical activity (58)	<b>1.Community Safety Awareness</b> <b>2. National Family Week</b>	Daily Student/Peer Evaluation, Pen and Pencil Team evaluation inventories, Active Living, Teacher Observation, Rubric Assessment	
October:Cycle 2	Alternative Pursuits: Land-Based: Orienteering,Walking,	1. Demonstrate an ability to work cooperatively and collaboratively(14)	1. Review the behaviors which encourage effort and participation(23)	1.Safe Practices(29) 2.Guidelines and Behaviors for Safety(31) 3. Follow set rules and routines for safe participation 38) 4. Environmental conditions and how they can influence safety outdoors(30)	1. Time management techniques(42) 2. Communication styles(46) 3. Interpersonal skills(55)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Pen Pencil Activities-Map Work, Student Journals, Agenda Books Record, Daily Rubric	
October:Cycle 3	Alternative Pursuits: Land-Based: Orienteering,Walking,	1. Demonstrate an ability to work cooperatively and collaboratively(14)	1. Review the behaviors which encourage effort and participation(23)	1.Safe Practices 2.Guidelines and Behaviors for Safety 3. Follow set rules and routines for safe participation 4. environmental conditions and how they can influence safety outdoors (30)	1. Time management techniques(42) 2. Communication styles(46) 3. Interpersonal skills(55)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Pen Pencil Activities-Map Work, Student Journals, Agenda Books Record , Daily Rubric	

October:Cycle 4	Net/Wall Games, Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball	1. Recognizing different applications of movement patterns net/wall games(1) 2. Biomechanical applications to games(3) 3. Activity-specific terminology(6) 4. Offensive/Defensive Strategies (7)	1. Comparing heart rate to heart-rate target zones(26)	1. Identify potential Safety Risks (33) 2. Guidelines for Safety in the gym(32)	1. Appropriate social expression of feelings(48)	1. Identify responsible decisions,(60) 2. Benefits of participating in Physical activity(58)		Student Journals, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Questioning/Interview, Partner Sharing		
<b>November/December</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>				
November:Cycle 1	Net/Wall Games, Games: Volleyball, Mini-Volleyball, Sepak Takraw, Pickleball	1. Recognizing different applications of movement patterns net/wall games(1) 2. Biomechanical applications to games (3) 3. Activity-specific terminology (6) 4. Offensive/Defensive Strategies (7)	1. Comparing heart rate to heart-rate target zones(26)	1. Identify potential Safety Risks(33) 2. Guidelines for Safety in the gym(32)	1. Appropriate social expression of feelings(48)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)	<b>Safety Awareness</b>	Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
	MARKS	CLOSED	REPORTS	DUE						
November:Cycle 2	Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment,	1. Personal and uncontrollable factors affecting movement, and fitness skill development(2) 2. Create a self-fitness baseline to compare throughout the year	1. Understanding the Factors which affect personal fitness development(21) 2. Effects of exercise and inactivity on the skeletal system(20) 3. Proper Stretching(22) 4. Assessment Strategies related to Fitness(27) 5. Skeletal System(20) 6. Compare own fitness results and PA participation to check and revise personal goals.(28)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Short and Long term Goals(41) 2. Stress-Management Strategies(52) 3. Participation and Responsibility Factors(45) 4. Identify the personality traits in handling stress (50)	1. Identify responsible decisions(60) 2. Proper Hygiene(57) 3. Benefits of participating in Physical activity (58) 4. Nutrition (62) 5. Daily personal health action plan ( 66) 6. Identify food choices and types of physical activity for a healthy body (62, 63, 64, 67,68) 7. Develop a personal action plan (65)		Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
November:Cycle 3	Fitness Testing	1. Personal and uncontrollable factors affecting movement, and fitness skill development (2) 2. Create a self fitness baseline to compare throughout the year	1. Understanding the Factors which affect personal fitness development(21) 2. Effects of exercise and inactivity on the skeletal system(20) 3. Proper Stretching (22) 4. Assessment Strategies related to Fitness (27)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Short and Long term Goals(41) 2. Stress-Management Strategies(52) 3. Participation and Responsibility Factors(45) 4. Identify the personality traits in handling stress (50) 5. Demonstrate functional use of stress-management strategies (56)	1. Identify responsible decisions(60) 2. Proper Hygiene(57) 3. Benefits of participating in Physical activity (58) 4. Nutrition (62) 5. Daily personal health action plan ( 66)		Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
November:Cycle 4	Rhythmics	1. Movement sequences and formations performed in a group (4) 2. Basic Rhythmic Steps (16,17)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22)	1. Safe Practices(29) 2. Physical Attire(31) 3. Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Social Decision-Making(44) 3. Participation and Responsibility factors(45)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		

December:Cycle 5	Rhythmics	1. Movement sequences and formations performed in a group (4) 2.Basic Rhythmic Steps (16,17)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2.Social Decision-Making(44) 3.Participation and Responsibility factors(45)	1.Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
December:Cycle 6	Individual/Dual Sports/Games: Innovative:LOGS,TGFU, Bowling	1. Using selected movement skills in a variety of different individual/dual games(15) 2. Perform manipulation skills (10)	1. Identify proper techniques of stretching (22) 2.Behaviors that encourage effort,participation(23)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play(55) 3.Social Decision-Making, 4.Participation and Responsibility factors(45)	1.Identify responsible decisions(60) 2. Proper Hygiene (57) 3.Proper Practices/Policies supporting healthy schools and communities(58)		Peer and student Self-Evaluation, Video Assessment, Teacher Observation, Teacher Assessment		
<b>January</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>				
January:Cycle 1	Rhythmic/Gymnastic Activities: Book Presenters: Square Dancers, Hip Hop Instructors, etc	1. Movement sequences and formations performed in a group(4) 2.Basic Rhythmic Steps(16,17)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play(55) 3.Social Decision-Making, 4.Participation and Responsibility factors(45)	1.Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)	<b>Wellness and Personal Development</b>	Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs		
January:Cycle 2	Rhythmic/Gymnastic Activities: Book Presenters: Square Dancers, Hip Hop Instructors, etc	1. Movement sequences and formations performed in a group (4) 2.Basic Rhythmic Steps(16,17)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Interpersonal skills(55) 2. Fair Play(55) 3.Social Decision-Making, 4.Participation and Responsibility factors(45)	1.Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Peer and student Self-evaluation, Daily student rubrics, Student Activity Logs, Student Journals		
January:Cycle 3	Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment,	1. Personal and uncontrollable factors affecting movement, and fitness skill development(2) 2. Create a self-fitness baseline to compare throughout the year	1. Understanding the Factors which affect personal fitness development(21) 2. Effects of exercise and inactivity on the skeletal system(20) 3. Proper Stretching(22) 4. Assessment Strategies related to Fitness(27) 5. Skeletal System(20) 6. Compare own fitness results and PA participation to check and revise personal goals.(28)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Short and Long term Goals(41) 2. Stress-Management Strategies(52) 3. Participation and Responsibility Factors(45) 4. Assess and revise personal health and academic goals (53)	1.Identify responsible decisions(60) 2. Proper Hygiene(57) 3. Benefits of participating in Physical activity (58) 4. Nutrition (62) 5. Daily personal health action plan ( 66)		Student Journals, Student Activity Logs, Rubric Assessment, Inventories, Checklists, Prediction worksheet, Planning Goals Setting		
January:Cycle 4	Team Sports/Games: Basketball, Team Handball, Indoor Soccer	1. Applications of different movement skills to different physical activities (12) 2.Adapting lead-up games (5) 3. Activity-Specific Terminology (6) 4. Fair Play and Team work (8) 5. Offensive, Defensive Strategies(7)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22) 3. Behaviors that encourage effort, participation(23)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Personal and Social Factors affecting responsible health-enhancing decisions(43) 2. Personal Participation and Responsibility (45) 3. Behaviors affecting Cooperative and Collaborative behaviors(47)	1.Identify responsible decisions(60) 2. Benefits of participating in Physical activity(58)		Agenda Books Record Daily Student/Peer Evaluation,Teacher Observation, Goals: Pen and pencil activities		
<b>February</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>				

February:Cycle 1	Team Sports/Games: Basketball, Team Handball, Indoor Soccer	1. Applications of different movement skills to different physical activities (12) 2.Adapting lead-up games (5) 3. Activity-Specific Terminology (6) 4. Fair Play and Team work (8) 5. Offensive, Defensive Strategies(7)	1. Understanding the Factors which affect personal fitness development(21) 2. Proper Stretching(22) 3. Behaviors that encourage effort, participation(23)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Personal and Social Factors affecting responsible health-enhancing decisions (43) 2. Personal Participation and Responsibility (45) 3. Behaviors affecting Cooperative and Collaborative behaviors (47) 4. Interpersonal Skills(55)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity (58)	<b>National Heart Month and Active Living</b>	Agenda Books Record Daily Student/Peer Evaluation, Teacher Observation, Goals: Pen and pencil activities		
February:Cycle 2	Team Sports/Games: Multicultural Games: Pan Am Resource	1. Adapting rules of lead-up games (5) 2. Applications of different movement skills to different physical activities(12) 3.Fair Play and Team work(8)	1. Effects of exercise on the skeletal system (20) 2.Behaviors that encourage effort, participation(23) 3. Comparing heart rate to heart-rate target zones(26)	1.Safe Practices(29) 2.Physical Attire(31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation(38)	1. Personal and Social Factors affecting responsible health-enhancing decisions (43) 2. Personal Participation and Responsibility (45) 3. Behaviors affecting Cooperative and Collaborative behaviors (47) 4. Interpersonal Skills (55)	1. Identify responsible decisions(60) 2. Benefits of participating in Physical activity (58)		Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities		
February:Cycle 3	1.Fitness Activities: Training Programs: aerobics, rope jumping, use of exercise equipment 2. Alternative Pursuits: Land-Based: Cross Country Skiing	1. Personal and uncontrollable factors affecting movement, and fitness skill development (2) 2. Use Movement skills in a variety of environments (15)	1. Understanding the Factors which affect personal fitness development (21) 2. Effects of exercise and inactivity on the skeletal system (20) 3. Proper Stretching (22) 4. Assessment Strategies related to Fitness (27) 5. Skeletal System (20) 6. Compare self –fitness plan to baseline (28) 7. Compare own heart-rate to target heart rate zones.(26) 8. Identify names of the main bones(19) 9. Demonstrate proper technique while maintaining target heart rate in continuous aerobic activity( 25)	1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38) 5. Safety risks related to environments in alternative pursuits (30) 6. Basic understanding of injuries/conditions(36) 7. Identify types of accidents(37)	1. Participation and Responsibility Factors (45) 2. Behaviors affecting Cooperative and Collaborative behaviors (47) 3. Positive/Negative consequences for decisions related to making healthy living choices(54)	1. Identify responsible decisions(60) 2. Proper Hygiene (57) 3. Benefits of participating in Physical activity (59) 4. Nutrition (62) 5. Daily personal health action plan (66)		Student Journals, Rubric Assessment, Inventories, Checklists, Prediction Worksheet, Activity Logs, Planning/Goal Setting Activities		
<b>March</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>				
March:Cycle 1	Alternative Pursuits: Snowshoeing, Cross Country Skiing	1. Personal and uncontrollable factors affecting movement, and fitness skill development (2) 2. Use Movement skills in a variety of environments (15)	1. Effects of exercise on the skeletal system (20) 2.Behaviors that encourage effort, participation(23) 3. Comparing heart rate to heart-rate target zones(26)	1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38) 5. Safety risks related to environments in alternative pursuits (30) 6. Basic understanding of injuries/conditions(36) 7. Identify types of accidents(37)	1. Participation and Responsibility Factors (45) 2. Behaviors affecting Cooperative and Collaborative behaviors (47) 3. Positive/Negative consequences for decisions related to making healthy living choices(54)	1. Positive/Negative influences of media on promoting active living(61)	<b>Nutrition</b>	Student Journals, Activity Logs, Role Playing, Problem-Solving activities, Daily Rubric Assessment		

March:Cycle 2	Alternative Pursuits: 1.Snowshoeing, 2.Cross Country Skiing	1. Personal and uncontrollable factors affecting movement, and fitness skill development (2) 2. Use Movement skills in a variety of environments (15)	1. Effects of exercise on the skeletal system (20) 2.Behaviors that encourage effort, participation(23) 3. Comparing heart rate to heart-rate target zones(26)	1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38) 5. Safety risks related to environments in alternative pursuits (30) 6. Basic understanding of injuries/conditions(36) 7. Identify types of accidents(37)	1. Participation and Responsibility Factors (45) 2. Behaviors affecting Cooperative and Collaborative behaviors (47) 3. Positive/Negative consequences for decisions related to making healthy living choices(54)	1. Positive/Negative influences of media on promoting active living(61)		Student Journals,Activity Logs, Role Playing, Problem-Solving activities, Daily Rubric Assessment		
March:Cycle 3	1.Alternative Pursuits: Snowshoeing, Cross Country Skiing,Winter games: Broomball, snow soccer, Walking	1. Personal and uncontrollable factors affecting movement, and fitness skill development (2) 2. Use Movement skills in a variety of environments (15)	1. Effects of exercise on the skeletal system (20) 2.Behaviors that encourage effort, participation(23) 3. Comparing heart rate to heart-rate target zones(26)	1.Safe Practices 2.Physical Attire 3.Guidelines and Behaviors for Safety 4. Follow set rules and routines for safe participation 5. Safety risks related to environments in alternative pursuits 6. Basic understanding of injuries/conditions 7. Identify types of accidents	1. Participation and Responsibility Factors (45) 2. Behaviors affecting Cooperative and Collaborative behaviors (47) 3. Positive/Negative consequences for decisions related to making healthy living choices(54)	1. Positive/Negative influences of media on promoting active living(61)		Skill Demonstration, Agenda Books Record, Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals, Teacher Observation		
<b>April</b>	<b>Physical Activity Categories</b>	<b>Movement</b>	<b>Fitness Management</b>	<b>Safety</b>	<b>Personal and Social Management</b>	<b>Healthy Lifestyle Practices</b>				
April:Cycle 1	Individual/Dual/Sports/Games: Combatives:Wrestling, Martial Arts,pulling/pushing activities	1.Design movement sequences that show contrast in qualities of movement.(4) 2. Use of activity-specific terminology (6) 3.Demonstrate dynamic balance applying mechanical principles of stability (11) 4. Apply functional use of selected movement skills(15)	1.1.Identify the proper techniques and harmful techniques in stretching exercises.(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities.(38)	1. Identify behaviors that are important for working cooperatively and collaboratively with others(47) 2. Interpersonal Skills(55) 3. Recognize range of emotions when loss occurs (49)	1. Benefits of participating in Physical activity(59)	<b>1.Dental Health Month</b> <b>2. National Cancer Month</b>	Skill Demonstration, Agenda Books Record,Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals,Teacher Observation		
April:Cycle 2	Individual/Dual/Sports/Games: Combatives:Wrestling, Martial Arts,pulling/pushing activities	1.Design movement sequences that show contrast in qualities of movement.(4) 2. Use of activity-specific terminology (6) 3.Demonstrate dynamic balance applying mechanical principles of stability (11) 4. Apply functional use of selected movement skills (15)	1.1.Identify the proper techniques and harmful techniques in stretching exercises.(22)	1. Follow set rules and routines for safe participation and use of equipment in selected physical activities.(38)	1. Identify behaviors that are important for working cooperatively and collaboratively with others(47) 2. Interpersonal Skills(55)	1. Benefits of participating in Physical activity(59) 2. Identify responsible decisions that promote daily physical activity(60)		Skill Demonstration,Student Journals, Peer/Self Evaluation, Teacher Observation, Daily Rubrics		

<p>April:Cycle 3</p>	<p>Individual/Dual/Sports/Games: net/wall:Badminton,Paddle ball, Table Tennis, Tennis, Cricket</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology. (6) 4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles. (9) 6.Demonstrate dynamic balance.(11) 7.Apply functional use of selected movement skills to a variety of team games/sports.(12) 8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical activities.(14) 9. Apply functional use of selected</p>	<p>1. Recognize the health and skill related fitness(18) components that contribute to skill development.(20) 2.Effects of exercise and inactivity on the human skeletal system(23). 3.review behaviors that encourage effort and participation of others.(23)</p>	<p>1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety (32) 4. Follow set rules and routines for safe participation((38)</p>	<p>1. Identify the behaviors that are important for working cooperatively and collaboratively with others.(47)</p>	<p>1. Benefits of participating in Physical activity(58)</p>		<p>Routines, skill demonstrations,Daily Rubrics, Student Journals,Teacher Observation</p>		
<p>April:Cycle 4</p>	<p>Striking/Fielding:Individual/ Dual/Sports/Games: net/wall:Badminton,Paddle ball, Table Tennis, Tennis, Cricket</p>	<p style="text-align: center;">↓</p>	<p>1. Recognize the health and skill related fitness(18) components that contribute to skill development.(20) 2.Effects of exercise and inactivity on the human skeletal system(23). 3.review behaviors that encourage effort and participation of others.(23)</p>	<p>1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety (32) 4. Follow set rules and routines for safe participation((38)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others. 2. Interpersonal Skills</p>	<p>1. Benefits of participating in Physical activity</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals</p>		
<p><b>May</b></p>	<p><b>Physical Activity Categories</b></p>	<p><b>Movement</b></p>	<p><b>Fitness Management</b></p>	<p><b>Safety</b></p>	<p><b>Personal and Social Management</b></p>	<p><b>Healthy Lifestyle Practices</b></p>				

<p>May:Cycle 1</p>	<p>Individual/Dual/ Sports/Games: Athletics, Run Jump, Throw Track and Field(Program) Alternative Pursuits:Cycling</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4.Perform extensions and/or variations of transport skills applying mechanical principles(9). 5.Demonstrate dynamic balance(17) . 6.Apply functional use of selected movement skills to a variety of team games/sports.(13)</p>	<p>1.Identify the proper techniques and harmful techniques in stretching exercises.(22) 2. Participate in exercises/activities designed to improve and maintain personal fitness. (24)</p>	<p>1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38) 5.Outline the emergency steps related to bicycle accidents/incidents(34) 6. Show an understanding of basic injuries (36) 7. Describe ways to seek help related to different types of accidents (37) 8. Demonstrate basic first-aid procedures (39)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others.(47) 2. Interpersonal Skills(55)</p>	<p>1. Benefits of participating in Physical activity(58)</p>	<p><b>1. Mental Health Week: (May 2-8)</b> <b>2. SummerActive</b> <b>3. National Road Safety Week (May 16-22)</b></p>	<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Student Health Journals</p>		
<p>May:Cycle 2</p>	<p>Individual/Dual/ Sports/Games: Athletics, Run Jump, Throw (Program)</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4.Perform extensions and/or variations of transport skills applying mechanical principles(9). 5.Demonstrate dynamic balance(17) . 6.Apply functional use of selected movement skills to a variety of team games/sports.(13)</p>	<p>1.Identify the proper techniques and harmful techniques in stretching exercises.(22) 2. Participate in exercises/activities designed to improve and maintain personal fitness. (24)</p>	<p>1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38) 5. Describe safe and unsafe situations at home, school, and in community (35)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others. (47) 2. Interpersonal Skills (55)</p>	<p>1. Benefits of participating in Physical activity (58)</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		

<p>May:Cycle 3</p>	<p>Team Sports/Games: Striking/Fielding:softball, cricket, Touch Football, Ultimate</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1)                  2.Biomechanical concepts related to applying force in sending and receiving activities.(3)                  3.Use of activity-specific terminology.(6)                  4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9)                  6.Demonstrate dynamic balance. 7.Apply functional use of selected movement skills to a variety of team games/sports.(12)                  8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical</p>	<p>1. Recognize the health and skill related fitness components that contribute to skill development. (18)                  2.Effects of exercise and inactivity on the human skeletal system. (20)                  3.review behaviors that encourage effort and participation of others.(23)</p>	<p>1.Safe Practices (29)                  2.Physical Attire (31)                  3.Guidelines and Behaviors for Safety(32)                  4. Follow set rules and routines for safe participation (38)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others.(47)                  2. Interpersonal Skills (55)</p>	<p>1. Benefits of participating in Physical activity (58)</p>		<p>Agenda Books Record                  Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment,Teacher Observation</p>		
<p><b>June</b></p>	<p><b>Physical Activity Categories</b></p>	<p><b>Movement</b></p>	<p><b>Fitness Management</b></p>							
<p>June:Cycle 1</p>	<p>Team Sports/Games: Striking/Fielding:softball, cricket, Touch Football, Ultimate</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1)                  2.Biomechanical concepts related to applying force in sending and receiving activities.(3)                  3.Use of activity-specific terminology.(6)                  4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9)                  6.Demonstrate dynamic balance.(11)                  7.Apply functional use of selected movement skills to a variety of team games/sports.(13)                  8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical</p>	<p>1. Recognize the health and skill related fitness components that contribute to skill development. (18)                  2.Effects of exercise and inactivity on the human skeletal system. (20)                  3.review behaviors that encourage effort and participation of others.(23)</p>	<p>1.Safe Practices (29)                  2.Physical Attire (31)                  3.Guidelines and Behaviors for Safety(32)                  4. Follow set rules and routines for safe participation (38)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others.(47)                  2. Interpersonal Skills(55)</p>	<p>1. Benefits of participating in Physical activity(58)</p>	<p><b>1. Stroke-Awareness Month</b>  <b>2. National Water Safety Week (June 5-13)</b>  <b>3. National Aboriginal Day (June 21)</b></p>	<p>Agenda Books Record                  Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		

<p>June:Cycle 2</p>	<p>Team Sports/Games: Target: Soccer, Speedball</p>	<p>1. Recognize different applications of basic movement skills to different physical activities.(1) 2.Biomechanical concepts related to applying force in sending and receiving activities.(3) 3.Use of activity-specific terminology.(6) 4. Identify examples of Fair Play and good teamwork by others.(8) 5.Perform extensions and/or variations of transport skills applying mechanical principles.(9) 6.Demonstrate dynamic balance.(11) 7.Apply functional use of selected movement skills to a variety of team games/sports.(13) 8.Work Cooperatively/Collaboratively in planning and organizing, and/or officiating physical</p>	<p>1. Recognize the health and skill related fitness components that contribute to skill development. (18) 2.Effects of exercise and inactivity on the human skeletal system. (20) 3.review behaviors that encourage effort and participation of others.(23)</p>	<p>1.Safe Practices (29) 2.Physical Attire (31) 3.Guidelines and Behaviors for Safety(32) 4. Follow set rules and routines for safe participation (38)</p>	<p>1. Identify behaviors that are important for working cooperatively and collaboratively with others.(47) 2. Interpersonal Skills(55)</p>	<p>1. Benefits of participating in Physical activity ( 58)</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment</p>		
<p>June:Cycle 3</p>	<p>Team Sports/Games: Target: Soccer</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>	<p style="text-align: center;">↓</p>		<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment, Teacher Observation</p>		
<p><b>Optional Activities</b></p>										
	<p>Alternative Pursuits: Land-based: in-line skating, cycling, walking,</p>							<p>Agenda Books Record Daily Student/Peer Evaluation, Goals Pen and pencil activities, Video Assessment, Teacher Observation</p>		