**Units of Study**

**Unit Titles:** Team sports, HRF/Lifetime, Individual/Dual, Adventure, Rhythm/Dance, SOL concepts to be taught and Teacher activity choices

**S1 -** Motor Skill Acquisition

**S2 -** Anatomical Basis of Movement

**S3 -** Fitness Planning

**S4 -** Social Development

**S5 -** Energy Balance

|  |  |
| --- | --- |
| Grade | Units |
| 6 | **Unit: Team Sports*** **SOLs Taught:**
	+ **Motor Skill Acquisition**
		- **6.1 a) Combine and apply manipulative skills into small-sided games for overhand and underhand throwing and catching, throwing and catching to a target with accuracy and control, and hand and/or foot dribbling with accuracy at varying speeds while applying spatial awareness within partner and small-group modified game-play.**
		- **6.1 b) Combine and apply the manipulative skills of volleying with a partner over a net or against a wall with changes in force, accuracy, and direction into small-sided games.**
		- **6.1 c) Combine and apply the manipulative skills of striking/batting an object with a short and long implement with changes in force, accuracy, direction in small-sided games.**
		- **6.1 d) Combine and apply manipulative skills in small-sided games, dribbling/passing a soccer ball with accuracy at varying speeds while applying spatial awareness to a partner or within a small group.**
		- **6.1 g) Demonstrate basic offensive and defensive strategies in noncomplex, modified, and small-sided activities.**
	+ **Anatomical Basis of Movement**
		- **6.2 a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.**
	+ **Social Development**
		- **6.4 a) Compare and critique rules, safety procedures, and etiquette for two different physical activities.**
		- **6.4 d) Describe the benefits of competitive and noncompetitive physical activities.**
* **Teacher Choice:**
	+ **Volleyball**
	+ **Baseball/ Softball**
	+ **Soccer**
	+ **Floor Hockey**
	+ **Basketball**
	+ **Lacrosse**

**Unit: HRF/ Lifetime*** **SOLs Taught:**
	+ **Motor Skill Acquisition**
		- **6.1 f) Demonstrate and apply the six components of skill-related fitness (i.e., agility, balance, coordination, power, reaction time, and speed).**
	+ **Fitness Planning**
		- **6.3 a) Create a basic personal fitness plan for at least one health-related component of fitness, including baseline fitness data, a SMART goal, activities that will address the goal, a log of activities inside and outside school, reassessment data (post-data) and reflection of goal progress/attainment.**
		- **6.3 b) Identify resources, including available technology, to evaluate, monitor, and record activities for fitness improvement.**
		- **6.3 f) Create and implement an activity plan to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans and identify the necessary safety precautions for participation.**
	+ **Social Development**
		- **6.4 d) Describe the benefits of competitive and noncompetitive physical activities.**
	+ **Energy Balance**
		- **6.5 a) Create a one-day meal and snack plan based on Recommended Dietary Allowance (RDA), portions, hydration, and sugar**
		- **6.5 b) Describe the relationship between resting heart rate and exercise intensity.**
		- **6.5 c) Explain the effects of physical activity guidelines on energy expenditure.**
* **Teacher Choice:**
	+ **Running**
	+ **Walking**
	+ **Cycling**
	+ **HRM**
	+ **Skill Related Fitness**
	+ **Meal plans**
	+ **RPE Scale**

**Unit: Individual/Dual** * **SOLs Taught:**
	+ **Motor Skill Acquisition**
		- **6.1 b) Combine and apply the manipulative skills of volleying with a partner over a net or against a wall with changes in force, accuracy, and direction into small-sided games.**
		- **6.1 c) Combine and apply the manipulative skills of striking/batting an object with a short and long implement with changes in force, accuracy, direction in small-sided games.**
	+ **Anatomical Basis of Movement**
		- **6.2 a) Refine and adapt individual and group activity skills by applying concepts of relationships, effort, spatial awareness, direction, speed, accuracy, and pathways to improve performance.**
	+ **Social Development**
		- **6.4 d) Describe the benefits of competitive and noncompetitive physical activities.**
* **Teacher Choice:**
	+ **Tennis**
	+ **Badminton**
	+ **Pickleball**

 **Unit: Adventure** * **SOLs Taught:**
	+ **Social Development**
		- **6.4 a) Demonstrate effective communication and creative thinking skills to solve problems, make decisions and resolve conflict with others and promote safe participation in physical activities**
		- **6.4 e) Demonstrate integrity and apply rules/etiquette for a team-building activity.**
		- **6.4 f) Participate in developing student-led classroom activities that promote feelings of inclusion, which supports feelings of acceptance, belonging, and being valued, for all students.**
* **Teacher Choice:**
	+ **Team building activities**
	+ **Trust activities**

 **Unit: Rhythm & Dance*** **SOLs Taught:**
	+ **Motor SKill Acquisition**
		- **6.1 e) Create and perform a movement sequence in a jump rope or dance activity.**
	+ **Social Development**
		- **6.4 d) Describe the benefits of competitive and noncompetitive physical activities.**
* **Teacher Choice:**
	+ **Jump rope**
	+ **Dance**
	+ **Lummies**
	+ **Tinkling**
 |
| 7  | **Unit:** Team Sports* **SOLs Taught:**
	+ **7.1 a) Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.**
	+ **7.1 b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.**
	+ **7.2 D Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.**
	+ **7.2 E Apply knowledge of anatomy and joint types to accurately describe skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups.**
	+ **7.3 a Identify safe practices for improving physical fitness.**
	+ **7.3 f Explain the role of perseverance in achieving fitness goals.**
	+ **7.4 A Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.**
	+ **7.4 B Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.**
	+ **7.4 C Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.**
	+ **7.4 E Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone, and other communication skills.**
	+ **7.4 f Identify positive mental and emotional aspects of participating in a variety of physical activities.**
	+ **7.4 G Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness**
	+ **7.4 H Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.**
	+ **7.4 I Identify and describe instances that do not support feelings of inclusion (e.g., marginalization)**
	+ **7.5 a) Explain the connection between an RPE scale and heart rate, and the body’s response to physical activity.**
* **Teacher Choice:**
	+ **Soccer**
	+ **Basketball**
	+ **Volleyball**

**Unit:** HRF/ Lifetime* **SOLs Taught:**

**7.1a) Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.****7.1b) Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.****7.1c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., inline skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).*** **7.2 A) Identify the “core muscles,” including pelvic, lower back, hips, gluteal muscles, and abdomen, and explain their role in stabilizing movement.**
* **7.2 B) Apply biomechanical principles (e.g., center of gravity, base of support) to understand and perform skillful movements.**
* **7.2 C Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.**
* **7.2 D) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.**
* **7.2 E) Apply knowledge of anatomy and joint types to accurately describe skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups.**
* **7.3 a) Identify safe practices for improving physical fitness.**
* **7.3 b) Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time, and type of exercise) principle and to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans, timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least two self-selected components of health-related fitness.**
* **7.3 c) Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.**
* **7.3 d) Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.**
* **7.3 e) Describe the differences between aerobic and anaerobic activities and provide three examples of each.**
* **7.3 f)Explain the role of perseverance in achieving fitness goals.**
* **7.4 d) Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.**
* **7.4 g) Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.**
* **Teacher Choice:**  yoga, aerobics, swimming, cycling, strength/conditioning

**Unit:** Individual/Dual * **SOLs Taught:**
	+ **7.1 a) Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.**
	+ **7.1 b)Demonstrate offensive and defensive strategies and tactics, including creating open space, skilled movement, speed, accuracy, and selection of appropriate skills/tactics to gain an offensive or defensive advantage through modified games/sports.**
	+ **7.1 f) Demonstrate the progression of learning (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or movement.**
	+ **7.2 C Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.**
	+ **7.2 D) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.**
	+ **Apply knowledge of anatomy and joint types to accurately describe skill- and fitness-based movements, such as throwing/catching, striking, lunges and push-ups.**
	+ **7.3 a) Identify safe practices for improving physical fitness.**
	+ **7.3 f) Explain the role of perseverance in achieving fitness goals.**
	+ **7.4 A Apply safety procedures, rules, and appropriate etiquette in physical activity settings by self-officiating modified physical activities/games.**
	+ **7.4 B Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.**
	+ **7.4C Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.**
	+ **7.4 f) Identify positive mental and emotional aspects of participating in a variety of physical activities.**
	+ **7.4 g) Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.**
	+ **7.4 h) Identify specific safety concerns associated with at least one activity that includes rules, equipment, and etiquette.**
	+ **7.5 a) Explain the connection between an RPE scale and heart rate, and the body’s response to physical activity.**
* **Teacher Choice: tennis, golf, pickleball, badminton**

 **Unit:** Adventure * **SOLs Taught**
* **7.1** a) Demonstrate and apply developmentally appropriate movement forms and skill combinations competently in a variety of cooperative and tactical activities that include dynamic and unpredictable situations.
* 7.1 c) Demonstrate basic abilities and safety precautions in recreational pursuits (e.g., inline skating, orienteering, hiking, cycling, ropes courses, backpacking, canoeing, rock climbing).
* 7.1 e) Describe and demonstrate how movement is stabilized, including balance (center of gravity and center of support) and planes of motion.
* 7.1f)Demonstrate the progression of learning (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or movement.
* 7.2 c) Describe the anatomical planes of motion in which movement occurs, including sagittal plane, frontal plane, and transverse plane.
* 7.2 d) Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.
* 7.3 b) Complete a self-assessment of health-related fitness and develop a comprehensive personal fitness plan, including SMART (specific, measurable, attainable, realistic, timely) goals, an action plan that incorporates the FITT (frequency, intensity, time, and type of exercise) principle and to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans, timeline, documentation of activities inside and outside school, roadblocks/barriers and solutions, midyear and end-of-year assessments, and reflection on progress for improving at least two self-selected components of health-related fitness.
* 7.3 f) Explain the role of perseverance in achieving fitness goals.
* 7.4 b) ​Create guidelines and demonstrate how to solve problems and resolve conflicts in activity settings.
* 7.4 c) Explain the importance of cooperating with classmates, and demonstrate supportive behaviors that promote feelings of inclusion and safety of others.
* 7.4 d) Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.
* 7.4 e) Demonstrate effective communication skills by providing feedback to a peer, using appropriate tone, and other communication skills.
* 7.4 i) Identify and describe instances that do not support feelings of inclusion (e.g., marginalization).
* 7.5 a) Explain the connection between an RPE scale and heart rate, and the body’s response to physical activity.
* ​​7.5 d) Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.
* **Teacher Choice:**  high ropes course, team building, cycling

**Unit:** Rhythm & Dance* **SOLs Taught:**
* **7.1 D. Identify and demonstrate dance steps selected by the teacher or student in folk, social, multicultural, contemporary, and line dances.**
* **7.1 F Demonstrate the progression of learning (practice, self or peer assess, correct, practice at a higher level, and reassess) for a specific skill or movement.**
* **7.2 D Analyze skill patterns and movement performance of self and others, detecting and correcting mechanical errors for selected movements.**
* **7.3 A Identify safe practices for improving physical fitness.**
* **7.3 D Calculate resting, activity, and recovery heart rate and describe its relationship to aerobic fitness.**
* **7.4 D Describe and demonstrate strategies for dealing with stress, such as deep breathing, guided visualization, and aerobic exercise.**
* **7.4 F Identify positive mental and emotional aspects of participating in a variety of physical activities.**
* **7.4 G Describe how participation in physical activities creates enjoyment, reduces stress, and improves mental and emotional wellness.**
* **7.5 D Calculate resting heart rate (RHR) and describe its relationship to aerobic fitness and an RPE scale.**
* **Teacher Choice: Line dances ,tinikling**
 |
| 8 | **Unit:** Team Sports* **SOLs Taught:**

8.1a: Demonstrate and apply movement forms to a variety of cooperative and tactical activities that include dynamic and unpredictable situations. Focusing on defensive strategies, like reducing space, transitioning from offense to defense quickly, and selecting appropriate tactics to gain a defensive advantage.8.1c: Demonstrate skill related components of fitness (agility, balance, coordination, power, reaction time, and speed) to a variety of activities.8.1d: Demonstrate and explain the role of balance.(support, center of gravity, and planes of motion) in different activities.8.2c: Explain how offensive and defensive tactics and strategies are used to gain an advantage in games and sports.8.4b: Describe and demonstrate appropriate encouragement and feedback to peers without teacher's instruction.8.4c: Identify and demonstrate proper etiquette, respect for others, integrity, effective communication, problem-solving skills, conflict-resolution skills, self-management and teamwork skills while engaging in cooperative and dynamic physical activity and/or social dance.8.4f: Analyze and compare social and emotional benefits of participation in various activities.8.4i: Develop plans to enhance inclusion within physical activity and reduce social exclusion.* **Teacher Choice:** Basketball, Soccer, Volleyball, Handball, Lacrosse, baseball/softball

**Unit:** HRF/ Lifetime* **SOLs Taught:**

8.1e:Demonstrate physiological principles of warm-up, cool down, overload, specificity and progression to improve performance in different activities. 8.3a: Describe and demonstrate best practices for participating safely in Physical activity exercise and dance.8.3b: Describe how an RPE scale can be used to adjust workout intensity during physical activity8.3c Use a variety of resources including available technology tools and prior fitness data to evaluate, monitor and record activities for personal fitness improvement.8.3e describe body's physiological responses to warm ups and cool downs8.3f identify activities that use the anaerobic and aerobic energy systems8.3d: Create and implement an activity plan (that includes warm-up, cool-down and appropriate intensity levels) applying specificity, overload, and progression, and identify safety precautions to meet the Centers for Disease Control and Prevention’s Physical Activity Guidelines for Americans.8.2h: Describe how physical activity and exercise affects the bodies, CV, musicalr, and nervous systems.8.1c:Demonstrate skill-related components of fitness (agility, balance, coordination, power, reaction time, and speed) specific to various activities.8.2a explain how body systems interact with one another during physical activity8.3g: Demonstrate perseverance in achieving fitness goals.8.5 The student will explain the relationship of caloric intake, caloric expenditure, and body composition.a) Describe the relationship between inadequate caloric intake and health risk factors.b) Explain the role of energy balance in weight management and body composition.c) Describe types of body-composition measures.d) Explain a Rate of Perceived Exertion (RPE) scale and how it relates to energy expenditure.e) Create a one-day energy balance plan, including meals, snacks and physical activity, based on Recommended Dietary Allowance (RDA).* **Teacher Choice:**  Goal Setting, Muscular Fitness, muscular endurance, muscular strength

**Unit:** Individual/Dual * **SOLs Taught:**

8.1f:Demonstrate how to use technology to analyze and improve performance.8.1c: Demonstrate skill related components of fitness (agility, balance, coordination, power, reaction time, and speed) to a variety of activities.8.5d: Explain the RPE scale and how it relates to energy expenditure and what activities cause a High RPE and a Low RPE.8.1g: Analyze movement performance and progressions. Focused on specific skills within small sided sports. 8.1e: Demonstrate and explain the role of balance.(support, center of gravity, and planes of motion) in different activities.8.3c: Use a variety of resources and technology to evaluate, monitor and improve personal fitness.* **Teacher Choice: tennis, badminton, golf, swimming**

 **Unit:** Adventure * **SOLs Taught:**

8.4e: Apply relationship skills and strategies that promote positive team/group dynamic and inclusion 8.4c: Identify and demonstrate proper etiquettes , respect for others, integrity, effective communication, problem solving skills, conflict resolution skills, self management and teamwork skills while participating in dynamic physical activity and dance.8.4d: Identify and demonstrate self awareness through stress reducing activities.8.2f: Describe how physical activity and exercise affect the bodies, CV, musicalr, and nervous systems.8.1e: Demonstrate and explain the role of balance.(support, center of gravity, and planes of motion) in different activities.* **Teacher Choice:**  ropes course, rock wall, obstacle course, hiking

**Unit:** Rhythm & Dance* **SOLs Taught:**

8.1b: Create a rhythmic movement or dance sequence to music as an individual or in a group.8.4a: Describe and demonstrate best practices for participating safely in Physical activity exercise and dance8.2b Identify and describe biomechanical principles (e.g., spin, rebound, effects of levers, force, motion, rotation, and energy) to understand skillful movements.8.4d Identify and demonstrate self-awareness in selecting stress-reducing activities (e.g., yoga, Pilates, tai chi).8.2g apply knowledge of anatomy to accurately describe movements in relation to type of joint and associated movements/motion associated bones and muscle contraction* **Teacher Choice: lummies, line dance, create your own dance, tai chi**
 |
| 9 | **Unit:** Team Sports* **SOLs Taught:**
	+ a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
	+ b) Design, implement, evaluate, and modify a practice plan for a self-selected skill, including the motor learning process of analysis of performance, application of principles of movement and training, goal setting, and improvement of personal skills through practice, correction, practicing at a higher level, and reassessment.
	+ a) Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.
	+ a) Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.
	+ a) Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
	+ b) Apply conflict-resolution skills in physical activity settings.
	+ d) Design and implement a plan to maintain an appropriate energy balance for a healthy, active lifestyle, including a balanced intake, expenditure (levels of intensity), and sleep.
	+ a) Analyze and evaluate proficient and efficient movement in relation to how movement is directed, including the type of muscle action that directs a movement (concentric, eccentric, and isometric), the direction the body part moves relative to its joints (abduction, adduction, flexion, and extension), and planes of motion.
	+ b) Describe the relationship between the endocrine system and the body’s metabolic response to short- and long-term physical activity.
	+ c) Explain the body’s response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).
	+ b) Analyze movement performance and utilize feedback to learn or to improve the movement skills of self and others.
* **Teacher Choice:**
	+ Basketball
	+ Volleyball
	+ Soccer
	+ Softball

**Unit:** HRF/ Lifetime* **SOLs Taught:**
	+ a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
	+ Apply physiological principles of warm-up, cool down, overload, specificity, and progression.
	+ a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.
	+ a)Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.
	+ a) Describe the relationship between the endocrine system and the body’s metabolic response to short- and long-term physical activity.
	+ b) Explain the body’s response to the principles of specificity, overload, and progression (SOP) in relation to frequency, intensity, time, and type of exercise (FITT).
	+ a) Identify an opportunity for social support in a self-selected physical activity.
	+ a) Analyze and compare psychological benefits derived from various physical activities (e.g., decreased stress and anxiety, increased self-esteem, increased mental alertness, improved mood).
	+ a) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
* **Teacher Choice:**
	+ Jump Rope
	+ Yoga
	+ Running
	+ Biking

**Unit:** Individual/Dual * **SOLs Taught:**
	+ a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
	+ a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.
	+ a) Identify an opportunity for social support in a self-selected physical activity.
	+ a) Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.
	+ a) Explain the anaerobic respiration (ATP-PC and lactic acid system) and aerobic respiration systems used for energy during activity.
	+ b) Analyze movement performance and utilize feedback to learn or to improve the movement skills of self and others.
* **Teacher Choice:**
	+ Tennis
	+ Golf
	+ Badminton
	+ Pickleball

 **Unit:** Adventure * **SOLs Taught:**
* a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
* a) Apply the concepts and principles of levers, force, motion, and rotation in a variety of activities.
* a) Identify and demonstrate proper etiquette, respect for the differences of others, integrity, safety and teamwork while engaging in a variety of activities.
* a) Explain the effects of sports and activities in developing respect for the unique characteristics, differences and abilities of peers.
* b) Apply conflict-resolution skills in physical activity settings.

a) Apply communication skills and strategies that promote positive team/group dynamics.b) Apply problem-solving and critical-thinking skills in physical activity settings, both as an individual and in groups. a) Develop and analyze activities to determine areas of exclusion and inclusion.a)Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.a) Demonstrate program-planning skills by assessing and analyzing personal fitness levels, setting goals, devising strategies, making timelines for a personal physical fitness plan, and evaluating the components and progress of the personal fitness plan.* **Teacher Choice:**
	+ Team building

**Unit:** Rhythm & Dance* **SOLs Taught:**
	+ a) Demonstrate proficiency and refinement in locomotor, non-locomotor, and manipulative skills through appropriate activities (e.g., orienteering, rock climbing, cycling, disc golf, lifetime activities, fitness activities, dance and rhythmic activities, aquatics, individual performance activities, games and sports [net/wall, striking/fielding, and goal/target]).
	+ a) Analyze movement performance and use feedback to learn or to improve the movement skills of self and others.
	+ a) Develop and analyze activities to determine areas of exclusion and inclusion.
	+ b) Assess and analyze current energy balance, including intake and expenditure, activity levels, food choices, and amount of sleep.
	+ g) Apply best practices for participating safely in physical activity, exercise, and dance (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).
	+ h) Define and describe terms and activities associated with fitness, including *set*, *repetition*, *isometric*, *isotonic*, *isokinetic*, *core*, and *upper-body exercises* and *lower-body exercises*.
* **Teacher Choice:**
	+ Cupid shuffle
	+ Waka waka
	+ Beat it
	+ Tinkling
	+ Lummie sticks
 |
| 10 | **Unit:** Team Sports* **SOLs Taught:**
	+ Motor Skill Acquisition
		- a) Students will demonstrate skill ability in one or more lifetime activities
		- C) Identify and demonstrate movement activities in each plane of motion (frontal, sagittal, and transverse) and activities that occur in multiple planes
		- D)Students demonstrate understanding of appropriate and proper use of equipment in lifetime activities
	+ Anatomical Basis of Movement
		- b)Analyze movement activities for component skills and movement patterns for one or more lifetime activities.
		- d) Explore common musculoskeletal injuries and correct movements for injury prevention
	+ Social Development
		- a)Demonstrate the importance of effective communication skills in physical education settings
		- h)Identify ways to promote equity and inclusion and embrace diversity in physical activity settings
	+ Energy Balance
		- c)Evaluate current activity and intensity levels.
* **Teacher Choice:**
	+ **Football**
	+ **Soccer**
	+ **Basketball**

**Unit:** HRF/ Lifetime* **SOLs Taught:**
	+ Motor Skill Acquisition
		- B)Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities
	+ Anatomical Basis of Movement
		- A) Explain the body’s reaction and needs for anaerobic and aerobic activities, including fast and slow twitch muscle fibers, anaerobic and aerobic respiration
		- b) Analyze movement activities for component skills and movement patterns for one or more lifetime activities.
	+ Fitness Planning
		- d)Identify the effects of life choices, economics, motivation, accessibility, exercise adherence, and participation in physical activity in college or career settings
	+ Social Development
		- e) Evaluate opportunities for social interaction and social support in a self-selected physical activity or dance
	+ Energy Balance
		- a)Understand the relationship between physical activity, nutrition, body composition, and sleep that affect health physical activity participation
* **Teacher Choice:**
	+ **Cycling**
	+ **Dance**
	+ **Jump rope**

**Unit:** Individual/Dual * **SOLs Taught:**
	+ Motor Skill Acquisition
		- A)Students will demonstrate skill ability in one or more lifetime activities
		- c) Identify and demonstrate movement activities in each plane of motion (frontal, sagittal, and transverse) and activities that occur in multiple planes
	+ Anatomical Basis of Movement
		- Explain and demonstrate ergonomically correct form in strength and conditioning activities
	+ Fitness Planning
		- a)Construct a fitness and activity plan for the present and the future addressing the health-related components of fitness
		- e)Describe components of health-related fitness in relation to one career goal
		- g)Apply rate of perceived exertion (RPE) and pacing to a conditioning plan that meets the needs of one or more lifetime activities.
	+ Energy Balance
		- c)Evaluate current caloric expenditure and intake needs.
		- d)Evaluate current sleep needs.
		- e)Evaluate caloric needs before, during, and after physical activity
* **Teacher Choice:**
	+ **Tennis**
	+ **Golf**
	+ **Pickleball**

 **Unit:** Adventure * **SOLs Taught:**
	+ Motor Skill Acquisition
		- d)Students demonstrate understanding of appropriate and proper use of equipment in lifetime activities
	+ Social and Emotional Development
		- a) Explain the importance of and demonstrate effective communication skills in physical activity settings.
		- b) Explain the importance of and apply relationship and conflict resolution skills and social awareness for current and future health and fitness.
* **Teacher Choice:**
	+ Rock Climb
	+ Rope obstacle course

**Unit:** Rhythm & Dance* **SOLs Taught:**
	+ Motor Skill Acquisition
		- a) Demonstrate skill attainment in one or more lifetime activities.
		- b) Apply and demonstrate knowledge of how movement is created, directed, and stabilized in one or more lifetime activities.
	+ Social and Emotional Development
		- c) Identify and avoid prejudices and biases in physical activity settings.
		- g) Explain the mental and emotional benefits of mind-body exercise/activities (e.g., yoga, Pilates, tai chi).
	+ Energy Balance
		- H) Explain the role of perseverance and tenacity in achieving lifelong energy balance.
* **Teacher Choice:**
	+ **Dance**
	+ **Lummies**
	+ **Tai chi**
 |