Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 10, 2026 5:00 PM

Attendance Taken at 5:00 PM.

Paul Duer:	Present
Matt Hastings:	Present
Jill Hochstein:	Present
Ryne Seaman:	Present
Danielle Shipley:	Present
Shawn Svoboda:	Present

Attendance Update Taken at 6:36 PM.

Danielle Shipley:	Absent

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 5, 2026.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

1.5. **1.5 Mission** Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Paul Duer and a second by Shawn Svoboda.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Discussion Items

3.1. D.A. Davidson- Options for Selling Bonds

Paul from D.A. Davidson went over the options for the upcoming sale of the bonds.

3.2. JEO- Drawings and Update on Projects

Bryan provided the board with updated drawings and updates on all the projects.

3.3. Summer Projects

Adam and Dr. Fields discussed the summer projects. The kitchen hood at the high school is almost complete, painting is complete at the middle school along with the clamps at the high school. Rock was moved from the ballfield to the middle school to improve the look of the property.

3.4. 2026-2027 Superintendent's Goals

Dr. Fields provided the board with his 2026–2027 goals.

4. Reports

4.1. Administrator Reports

Written reports were received from the administrators.

4.2. Superintendent's Report

New Teachers have been in the buildings the last few days getting things ready for the year and the all-staff convocation was August 10, 2026, at the high school. The Regional Meeting in York is scheduled for September 9, 2026. Dr. Fields discussed some state budget concerns and erate. All the staff is excited about the first day of school, which is August 12, 2026. The high school is positive three students, the middle school is positive 15 students and the elementary is a positive three students from last year. Our budget meeting is scheduled for August 24, 2026, at 5:00 p.m..

5. Action Items

5.1. Business/Health/PE Curriculum

Motion to approve the business/health/pe/ and technology curriculum Passed with a motion by Matt Hastings and a second by Shawn Svoboda.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

6. Future Agenda Items

Budget
Bond Projects

7. Consent Agenda

7.1. Approval of Minutes

7.2. Approval of Financial Reports

7.2.1. Treasurer

7.2.2. Budget

7.2.3. Activities

7.2.4. Athletic

7.3. Approval of Claims

7.3.1. General Fund

7.3.2. Special Building Fund

7.3.3. Gifts & Donations Fund

7.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Jill Hochstein and a second by Paul Duer.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

8. Adjournment

Motion to adjourn the meeting at 7:12 PM with the budget meeting scheduled for Monday, August 24 at 5:00 pm. Passed with a motion by Shawn Svoboda and a second by Jill Hochstein.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

Please publish the following legal notice in the August 5, 2026 edition of the *Seward County Independent.* Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, August 10, 2026 at 5:00 p.m. for a regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to http://SewardPublicSchools.org/ and find the eMeeting link.






SCORE
FOULS
GUEST
PERIOD
HOME



School District of Seward Board Report

August 10, 2026

Jessica Dominy, Principal

Seward Elementary School

Enrollment: as of August 4, 2025

- Preschool: 44
- Kindergarten: 67
- 1st Grade: 105
- 2nd Grade: 87
- 3rd Grade: 75
- 4th Grade: 102
- Total: 480

Upcoming Seward Elementary Events:

- Monday, August 10th: Open House (5:00 - 6:30 PM)
- Wednesday, August 12th: 1st Day of School (1:15 Elementary Dismissal)
- Week of August 17th: DIBELS Testing (1st-4th)
- Wednesday, August 19th: School Picture Day
- Week of August 24th: NWEA Reading and Math Testing (2nd-4th)
- Monday, September 7th: No School, Labor Day

First Day of School Celebration:

The first day of school is Wednesday, August 12th. Our theme for the 26-27 school year is "Saddle Up for Learning" - a western theme. Our year will kick off with our first day of school celebration on August 12th outside, where students will line up with their new teachers and walk into the building together. We are looking forward to all the fun this school year will have to offer!

Staffing Changes:

We have two new paras joining us: Kayli Codr and Alyssa Renken. We are lucky to have them join the SES team!

Strategic Planning:

This year, we will enter year three in our new strategic plan. We are looking forward to beginning this important work of achieving our new goals! Action teams will begin their work right away during fall workshop and will continue throughout the year.

Thank You!

Our building is clean, organized, and ready for students, thanks to the maintenance team and Campbell's! I greatly appreciate how much time and effort went into preparing our school for the upcoming year. Thank you to Heidi and Christine at the District Office, and Michelle Austin, Tina Ratkovec, Becky Covalt, and Sev Strauss as well! They made sure teachers have orders in their classrooms over the summer.

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
10 *August, 2026*

1. Middle School Activities.

10 August - Middle School Open House, 1800-1930 hrs. (6:00-7:30 pm).
- 5th Grade student tours begin at 1800 hrs. (6:00 p.m.).

12 August - School starts, 1330 dismissal (1:30 pm)
7 Sept. - Labor Day, No School

2. Staffing.

The only new teacher at the middle school this year will be Jacob Hanseling but he is not new to the district as he taught at the elementary school last year. He will be teaching 6th grade social studies as Mr. Carr moved to 8th grade social studies after Mr. Greg Miller took a position at Milford.

3. Outdoor Education.

Our Outdoor Ed. experience for 6th graders and HS camp counselors at Camp Carol Joy Holling will take place from 19-21 August. Mr. Schlegel has been making all the preparations and communicating with those involved as we move forward in providing this unique educational experience for our kids.

4. Enrollment.

We are currently at **435** but nothing definite as we get new students coming in daily and getting requests for records of students who moved during the summer. These numbers hopefully are close to what we will begin with.

Aug. 2026	Aug. 2025	Aug. 2024	Aug. 2023
5th Grade - 98	5th Grade - 113	5th Grade - 101	5th Grade -109
6th Grade - 119	6th Grade - 100	6th Grade - 112	6th Grade - 90
7th Grade - 104	7th Grade - 111	7th Grade - 93	7th Grade -111
8th Grade - 114	8th Grade - 93	8th Grade - 114	8th Grade -117
TOTAL **435**	TOTAL **417**	TOTAL **420**	TOTAL **427**

5. Open House.

Our middle school Open House will take place on Monday, 10 August. New students and all 5th graders are invited to come as early as 6:00 pm while the rest of the students and their families will be welcomed between 6:30-7:30 pm. It is designed to give students and their parents an opportunity to get a look at the building, meet and greet teachers, bring in paper work and supplies as well as reduce some of the first day anxieties new students and some 5th grade parents get. I plan to meet with 5th grade and new parents in the gym at 6:45 pm to provide some basic information.

Board of Education Report
August 2026
Seward High School
Scott Axt-Rich Eber-Scott Curry

SHS Back to School Newsletter
Please see our back-to-school newsletter at: https://app.smore.com/n/gbu1t

Student Leadership Team Leader and Board Representative will be SHS senior Lexi Collings.

Freshman and New Student Orientation
Seward High School will be hosting a freshman and new student orientation on Monday, August 10th at 7:00 p.m. in the new theater. (Doors will open at 6:30 if students want to arrive early to start getting their T-shirts, schedules, fill out paperwork, etc. to beat the rush, and learn more about student activities (tables will be set up in the main gym for more information) Parents/guardians and students will have an opportunity to visit classrooms, meet teachers, find lockers, and get acclimated with the building. Information will also be provided regarding schedules, school policies, college planning, activity tickets, the automated lunch program, school organizations, and other relevant school information. We encourage parents/guardians to come prepared to put money in their son or daughter's lunch account and to pay for activity tickets before school starts to avoid the rush on the first few days of school. This should be an exciting night to continue transitioning to high school.

First Day of School
The first day of school will be on Wednesday, August 12. The schedule for the day will be a shortened bell schedule with an 8:15 a.m. start and a 1:30 p.m. end. Lunch will be served. Students will be given an information packet that includes health insurance forms, school lunch information, health history, student demographic updates, and other school-related information. Completed forms from the information packet need to be returned to the high school office by Monday, August 17th.

Staying Connected with Seward High School
Building/District Website: www.sewardpublicschools.org
Facebook: http://www.facebook.com/sewardpublicschools
Twitter Athletic Updates: @SewardBlueJays
Activity Calendar: https://www.gobound.com/ne/schools/seward
Staff Email: firstname.lastname@sewardschools.org

Activities
Fall sports officially begin on August 10th. The All-Sports Parent meeting was on Tuesday, August 4th. Every sport will have its individual parent meetings as well.

Enrollment numbers as of August 5, 2026
9th-120
10th-139
11th-135
12th-119
Total-513

School District of Seward Board Report
Dr. Shannon Hall-Schmeckpeper,
Director of Special Services
August 2026

Special Education

We have a few new staff members to welcome to our team this year. Welcome to Seward!

- ❖ Paige Perry is the new lifeskills/transition at the high school.
- ❖ Shelby Glaser is the new school psychologist, K-12.
- ❖ Kali Codr is a new para at the elementary school.
- ❖ Alyssa Renken is a new para at the elementary school.
- ❖ Gavin Marlin is a new para at the middle school.
- ❖ Christine Swain is a new para at the middle school.
- ❖ Kaitlyn Hamilton is a new para at the middle school.

We still have a couple of para openings that we are working to fill.

Program Numbers

As of August 1st, the following are our enrollment numbers for the various programs. Several students are transitioning to other districts or are moving into Seward, for whom we are requesting records. Numbers will be updated in my September board report. Current numbers:

- Special Education 246
- High Ability Learners 137
- 504s 73
- Preschool 41
- ELL 3 (3 Monitor)

Reports

Several reports were due over the summer, as well as a request for reimbursement. We are closing out the 25-26 school year and gearing up to start the 26-27 school year.

We are ready for a great school year!

Dr. Shannon Hall-Schmeckpeper

Dr. Shannon Hall-Schmeckpeper
Director of Special Services

SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434



Dr. Matt Dominy
Director of Curriculum and Staff Development
Phone: (402) 643-2941
FAX: (402) 643-4986

August 2026 Board Report for Curriculum and Staff Development

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Board Members,

The new teachers are back; the books are delivered and the excitement from our students and their parents is building! It must be August! I am excited to start this school year and I am thankful for all that you provide to ensure that our teachers have everything they need to be successful. I am looking forward to an amazing 2026-2027 school year.

Curriculum

Our Business/Technology and PE/Health teachers worked hard during the school year and over the summer to revise our curriculum to guide our work over the next seven years. In the area of PE/Health there were only minor modifications while the Business curriculum included more major updates and new instructional materials.

Instruction

In this area you are going to be hearing more information about the Keys to Adolescent Literacy. We had four staff members trained to be facilitators for the Keys to Adolescent Literacy and our plan is to provide this professional development to our middle and high school teachers. Our goal is to increase the capacity of all teachers to use literacy strategies in their classrooms to enhance the literacy skills of our students.

Staff Development

This was the first year that the new teacher training was entirely provided by our district. Previously we collaborated with ESU 6 to provide these services, however, their new model was targeted at only new teachers to the profession. On Monday we provided our new teachers with a tech day where they learned about new developments in technology, Canvas, PowerSchool, Apptegy and several of the other tech tools that we use in our district. On Tuesday we had our district orientation where we delved into the HR side of things along with special education, safety, etc. Wednesday provided new teachers time to explore their curriculum and start to develop their plans. Finally, the last day of new teacher training gave teachers the opportunity to collaborate with their mentors and meet with their principals.

Overall, I think this model was successful and more targeted toward the individual needs of our teachers.

Assessment

Currently, group assessment data is under embargo. Parents were notified of ACT scores in the Spring. Notification for parents regarding NSCAS will go out soon. I anticipate we will be able to do our data presentation for the Board in November.

I look forward to a fantastic school year and I thank you for your support.

Dr. Matt Dominy

2026 SPS Fall Workshop

August 7th, 10th, and 11th 2026

"Under Construction!"

Elementary

Required Trainings to be completed on the 7th, 10th, 11th at your discretion:
Username is your SPS Email
Bullying: https://sewardschools-ne.safeschools.com/login
Blood Borne Pathogens: https://sewardschools-ne.safeschools.com/login
Sexual Harassment: Student Issues and Response https://sewardschools-ne.safeschools.com/login
Seizure Training: Training: https://sewardschools-ne.safeschools.com/login (Anyone who is on this list took the Seizure class two years ago and will need to complete the course again. New Staff also need to complete this course.- Seizure list from 2024
Behavior Training-The Behavior Intervention Training and Teacher Support Act was created by the Nebraska Legislature in the spring of 2023. This act mandates that every Nebraska public school **teacher, administrator, counselor, paraprofessional, and nurse** receive behavioral awareness training at least once every three years. This course was developed to meet the requirements of that act.
https://canvas.education.ne.gov/browse/esucc/courses/esucc-behavior-management
(Anyone who is CPI trained does not need to do this course) This is the list who completed the training last year. Please send certificate to Amanda Murman.

Friday, August 7
7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)
8:15-8:30 Welcome back reception- In commons
8:30-11:30 Work Time
10:30-11:30 Action Team Leader Check-In
11:30-12:30 Lunch on your own
1:00-3:00 CPI Training- SMS Gym (Shannon will let you know if you need to attend)
12:30-1:30 Action Team Meetings
1:30-4:00 Grade Level Meetings

Monday, August 10

7:45-8:30- All Staff Breakfast- HS Cafeteria
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings- MP Room
Required Training: School safety and security plan, Teacher Evaluation
12:00-1:00- Lunch On Your Own
1:00-2:30 - Building Meetings Continued
2:00-4:00-SIPPS Training- P Anderson, A Roth, B Seegebarth, K Butcher, K Kimbrough, P Perry
2:30-3:00 Counselors meeting ES Conference RM
3:00-3:30 Nurses Meeting- ES Conference RM
2:30-3:30- All HS coaches-SHS Theatre.
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
3:30-4:00- Varsity Head Coaches- SHS Theatre.

Tuesday, August 11
7:00-8:00- Optional Breakfast at Kinship Pointe (500 Heartland Park)
8:00-9:00 Required Self-Directed PD- In your room (See above)
9:00-10:00 Apptegy Tools
10:00-12:00 School-Based Meetings/ Online PD
12:00-1:00— SEA Luncheon- HS cafeteria
1:30-2:30 Med Aide Training-SMS art room
1:30-2:30- Crisis Team Meeting- SMS library
2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Library
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose RM

Middle

Required Trainings to be completed on the 7th, 10th, and 11th at your discretion:
Username is your SPS Email
Bullying: **https://sewardschools-ne.safeschools.com/login**
Blood Borne Pathogens: **https://sewardschools-ne.safeschools.com/login**
Sexual Harassment: Student Issues and Response **https://sewardschools-ne.safeschools.com/login**
Seizure Training:**https://sewardschools-ne.safeschools.com/login** Anyone who is on this list took the Seizure class two years ago and will need to complete the course again. New Staff also need to complete this course.- Seizure list from 2024
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7:00-8:00 Optional Coffee Drive-thru at Ridgewood (624 Pinewood Ave)
8:15-8:30 Welcome back reception- In commons
8:30-11:30 Work Time
10:30-11:30 Action Team Leaders Training
11:30-12:30 Lunch on your own
12:30-1:30 Action Team Meetings
1:00-3:00 CPI Training- SMS Gym (Shannon will let you know if you need to attend)
1:30-4:00 Grade Level Meetings

Monday, August 10

7:45-8:30- All Staff Breakfast- HS Cafeteria
8:30-9:15- Welcome and Message- Dr. Fields- HS Theatre
9:15-9:45- Welcome and Message- Dr. Dominy- HS Theatre
10:00-12:00-Building Meetings-MS Library
Required Training: Dating Violence Prevention, School safety and security plan, Teacher Evaluation
12:00-1:00- Lunch On Your Own
1:15 - 2:30 Building Meetings Continued
2:00-4:00-SIPPS Training- P Anderson, A Roth, B Seegebarth, K Butcher, K Kimbrough, P Perry
2:30-3:00 Counselors meeting SES Conf. Room
3:00-3:30 Nurses Meeting- SES Conf. Room
2:30-3:30- All HS coaches-SHS theatre
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
3:30-4:00- Varsity Head Coaches- SHS Theatre.

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10:00-11:00 Apptegy Tools Training- SMS Library
11:00-12:00 Self-Directed PD
12:00-1:00— SEA Luncheon- MS cafeteria
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Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose Room

High

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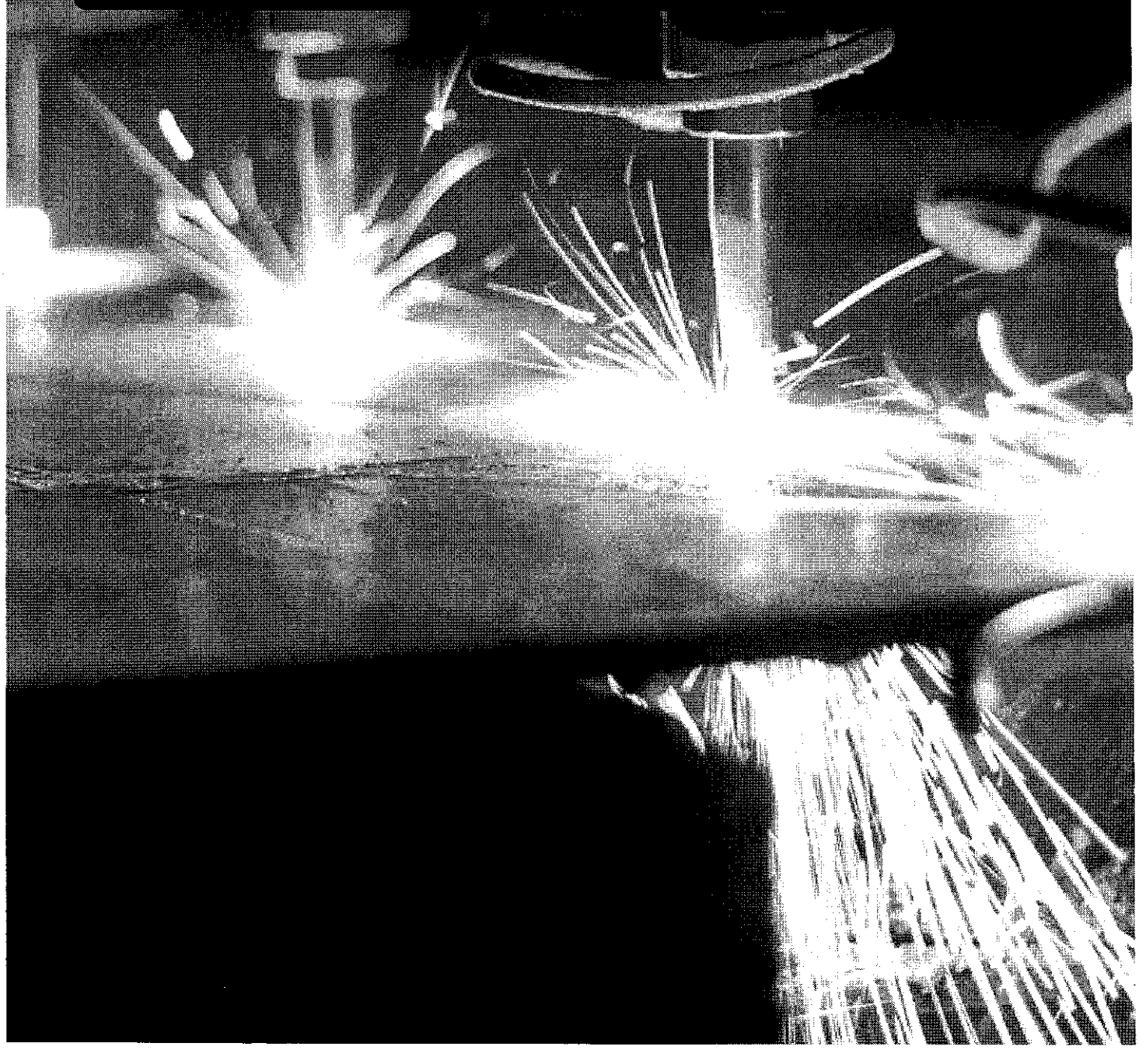
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12:00-1:00— SEA Luncheon- MS cafeteria
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2:30-3:30 Emergency Response Team Meeting- SMS library
3:00-4:00 MS Coaches Meeting- SMS Library
Required Training- Concussion Awareness- Protocols for Removal From Play, Return to Play, Return to Learn.
2:45-4:00- Special Education Meeting- SES-Multipurpose Room

Seward Public Schools



Elementary

Grade K PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education is to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

Grade K Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting 2. Stations a. Practicing	NEPE.K.2 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready Position, Eyes up 2. Use finger Pads 3. Push Ball, Don't slap 4. Keep ball waist high, off to side Chest Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target 4. Extend arms & point thumbs down Bounce Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target and aim ⅔ of way to target 4. Extend arms & point thumbs down Shooting CE's	Classroom Ideas: • Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble with favorite and unfavorite hand, have students practice • Demonstrate chest and bounce pass, have students practice • Demonstrate how to shoot a ball, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,

each skill again		1. B- Balance 2. E- Eyes on rim 3. E- Elbow under ball 4. F- Follow through		

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Set up 4 stations and rotate students to each station. Stations are usually 3-4 minutes long. Spread out fitness days to about 1 time per quarter	NEPE.K.3 NEPE.K.5 NEPE.K.3 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items	Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk

			- Hop/Jump over Items	

			• End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE 2. SWBAT use a variety of physical skills and movement patterns while playing 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Teacher will set out a variety of equipment to the students to play with.	NEPE.K.4 NEPE.K.5 NEPE.K.1 NEPE.K.4	Questions to check for understanding (Critical Elements)	Classroom Ideas: Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class • End class with a hand shake, high 5 or fist bump to 3 classmates	Cooperation, Taking turns, Team work, arguing, sharing Safety

2. Students can change activities anytime they want 3. Teacher must cover all safety items with students before playtime				

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline:	NEPE.K.2 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non throwing hand to target. Throwing arm makes the letter "L" 2. Grip ball with fingers on the	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to kick a ball, have students practice • Demonstrate how to pull a flag & have students	Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand off,

			practice • End class with	

1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching c. Kicking d. Flag Pulling 2. Stations a. Practicing each skill again		laces 3. Step to target 4. Follow through letting ball roll off your fingers Punting CE's 1. Hold ball on side with 2 hands 2. Drop ball, don't toss it 3. Use laces to kick ball 4. Kick with toe pointed out to target and leg straight	a hand shake, high 5 or fist bump to 3 classmates	

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that frisbee is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline:	NEPE.K.2 NEPE.K.3 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Backhand Throwing CE's 1. Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and flick wrist at end	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates	Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee Catcher,

1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again b. Add frisbee disc catchers to a station				

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping 3. SWBAT	NEPE.K.2 NEPE.K.3 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Putting CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) 4. Bullseye soft	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures while golfing • Demonstrate how to putt & have students practice • Demonstrate chip & have students practice • End class with a	Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again

demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Putting b. Chipping 2. Stations a. Practicing each skill again		Chipping CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) 4. Bullseye soft	hand shake, high 5 or fist bump to 3 classmates	

Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic safety rules of the gymnastics 2. SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills 3. SWBAT demonstrate	NEPE.K.2 NEPE.K.4 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll Cartwheel Animal Movements Animal Kicks	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures during gymnastics • Demonstrate all activities & have students practice • Use bean bag to	Forward roll, backwards roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand, Handstand

appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Stations a. Practicing each skill		Balance Movements Jumps, Turns & Lands Tripod Equipment: Wedge Mats Balance Beam Floor Mats Cartwheel Mat Trap Mats	help keep chin tucked on all rolls performed • End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques	NEPE.K.2 NEPE.K.5 NEPE.K.1	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw several different ways & have students	2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass,Above the head pass, pivot, catch, shot,

for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again	NEPE.K.4	passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers	practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	goal, defense, offense, interception,

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game	NEPE.K.2 NEPE.K.5	Skill Checklist during station work Questions to check for understanding	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills	Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty

2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again	NEPE.K.1 NEPE.K.4	(Critical Elements) Dribbling CE's 1. Hands apart/ thumbs down 2. Tap puck to move it 3. Use both sides of blade 4. Keep eyes up Passing CE's 1. Stand on side of puck 2. Keep eyes on puck 3. Push puck to pass (Scraping noise on floor) 4. Stick stays on ground the whole time	• Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	box, Stick, Handle, Blade, One Timer, 5 Hole,

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations a. Practicing each skill again b. Jump rope cards & challenges	NEPE.K.2 NEPE.K.3 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Jump Rope CE's 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on balls of feet Long Jump Rope CE's (Twirler) 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together Long Jump Rope CE's (Jumper) 1. Start in middle of rope 2. Watch the	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of feet, Rhythm, Twirler

		turner 3. Land on balls of feet 4. Double bounce to keep rhythm		

Unit: Parachute
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basics and how to safely use the parachute 2. SWBAT demonstrate progress towards the appropriate techniques for using the parachute 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills a. Demonstrate and have students practice as a big group 2. Stations a. Practicing each skill Again with smaller Parachute in a group of 3-4 students	NEPE.K.2 NEPE.K.1 NEPE.K.4	Safety Checklist during group work time Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to hold the parachute • Demonstrate how to move parachute at different speeds • Demonstrate how to send parachute up in air while still holding on • Demonstrate how to trap air inside the parachute making a tent while staying outside the parachute • Demonstrate how to trap air inside the parachute making a tent while inside the parachute • End class with a hand shake, high 5 or fist bump to 3 classmates	Parachute, shake, hold, wave, big, little, up, down, in, out, trade places, trap, stand, sit

Unit: Soccer

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again	NEPE.K.2 NEPE.K.5 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field Passing CE's 1. Plant non kicking foot next to ball 2. Keep eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Ball, Dribble, Pass, Shoot, Goalie, Goal,Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Throwing b. Catching c. Hitting c. Base Running 2. Stations a. Practicing each skill	NEPE.K.2 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Ready position/ eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly & be ready to throw ball Throwing CE's 1. Turn sideways & point non-throwing hand to target. Back arm makes the letter "L" 2. Step to target & rotate hips 3. Transfer weight to target 4. Follow through near ear to opposite pocket Hitting CE's 1. Stand sideways with hands on the bat favorite hand on top 2. Take small step to pitcher 3. Hips & shoulders rotate	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to hit a ball, have students practice • Demonstrate how to run bases, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout

again		4. Watch ball hit the bat		

Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Set up 4 stations and rotate students to each station. Stations are usually 3-4 minutes long. 2. Spread out station work days to about 1 time per quarter	NEPE.K.3 NEPE.K.5 NEPE.K.3 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling • End class with a hand shake, high 5 or fist bump to 3 classmates	Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,

Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Self Volley b. Forehand 2. Stations a. Practicing each skill again	NEPE.K.2 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Self Volley CE's 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard Forehand CE's 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Forearm pass b. Underhand serve 2. Stations a. Practicing each skill again	NEPE.K.2 NEPE.K.1 NEPE.K.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Forearm pass CE's (Bump) 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug Underhand Serve CE's 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm straight back & forth 4. Contact ball waist high and follow through	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate the underhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace

Grade 1 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education is to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

Grade 1 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting 2. Stations	NEPE.1.2 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready Position, Eyes up 2. Use finger Pads 3. Push Ball, Don't slap 4. Keep ball waist high, off to side Chest Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target 4. Extend arms & point thumbs down Bounce Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target and aim ⅔ of way to target 4. Extend arms & point thumbs down Shooting CE's 1. B- Balance 2. E- Eyes on rim 3. E- Elbow under ball 4. F- Follow	Classroom Ideas: • Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble with favorite and unfavorite hand, have students practice • Demonstrate chest and bounce pass, have students practice • Demonstrate how to shoot a ball, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,

a. Practicing each skill again		through		

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. Spread out fitness days to about 1 time per semester	NEPE.1.3 NEPE.1.5 NEPE.1.3 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items	Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk

			- Hop/Jump over Items • End class with a hand shake, high	

			5 or fist bump to 3 classmates	

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE 2. SWBAT use a variety of physical skills and movement patterns while playing 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Teacher will set out a variety of equipment to the students to play with. 2. Students can change activities anytime they want 3. Teacher must cover all safety items with students before playtime	NEPE.1.4 NEPE.1.5 NEPE.1.1 NEPE.1.4	Questions to check for understanding (Critical Elements)	Classroom Ideas: Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class • End class with a hand shake, high 5 or fist bump to 3 classmates	Cooperation, Taking turns, Team work, arguing, sharing Safety

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching c. Kicking d. Flag Pulling 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non throwing hand to target. Throwing arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers Punting CE's 1. Hold ball on side with 2 hands 2. Drop ball, don't toss it 3. Use laces to	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to kick a ball, have students practice • Demonstrate how to pull a flag & have students practice	Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand off,

		kick ball 4. Kick with toe pointed out to	• End class with a hand shake, high 5 or fist bump to 3 classmates	

		target and leg straight		

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that frisbee is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again b. Add frisbee disc catchers to a station	NEPE.1.2 NEPE.1.3 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Backhand Throwing CE's 1. Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates	Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee Catcher,

		flick wrist at end		

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Putting b. Chipping 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.3 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Putting CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) 4. Bullseye soft Chipping CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Y-Chip-Y	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures while golfing • Demonstrate how to putt & have students practice • Demonstrate chip & have students practice • Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe • End class with a hand shake, high 5 or fist bump to 3 classmates	Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again

		(foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) 4. Bullseye soft		

Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic safety rules of the gymnastics 2. SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Stations a. Practicing each skill	NEPE.1.2 NEPE.1.4 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll Cartwheel Animal Movements Animal Kicks Balance Movements Jumps, Turns & Lands Tripod Headstand Roundoff Equipment: Wedge Mats Balance Beam Floor Mats Cartwheel Mat	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures during gymnastics • Demonstrate all activities & have students practice • Use bean bag to help keep chin tucked on all rolls performed • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand, Handstand

		Trap Mats		

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass,Above the head pass, pivot, catch, shot, goal, defense, offense, interception,

		fingers		

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Hands apart/ thumbs down 2. Tap puck to move it 3. Use both sides of blade 4. Keep eyes up Passing CE's 1. Stand on side of puck 2. Keep eyes on puck 3. Push puck to pass (Scraping noise on floor) 4. Stick stays on ground the whole time Shooting CE's 1. Keep hands apart 2. Stand on side of puck 3. Weight back, stick knee high 4. Transfer weight forward and keep stick below knee (Click noise on floor) Goalkeeping CE's 1. Ready Position 2. Blade between feet	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,

		3. Watch puck all the way in 4. Catch/knock puck away from goal		

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations a. Practicing each skill again b. Jump rope cards & challenges	NEPE.1.2 NEPE.1.3 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Jump Rope CE's 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet Long Jump Rope CE's (Twirler) 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together Long Jump Rope CE's (Jumper) 1. Start in middle of rope 2. Watch the turner 3. Land on balls of feet 4. Double bounce to keep rhythm	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter a long rope while it is being twirled • End class	Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler

			with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Soccer
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.5 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field Passing CE's 1. Plant non-kicking foot next to ball 2. Keep an eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through Shooting CE's 1. Plant non-kicking foot on side of the ball 2. Spread arms for balance @ lean back 3. Kick with inside of laces 4. Follow through in upward motion Goalkeeping CE's 1. Ready Position 2. Hands out in front of body 3. Watch ball 4. Stop ball with hands and roll or kick the ball away from goal	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Ball, Dribble, Pass, Shoot, Goalie, Goal,Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw-In, Header, Bicycle kick, Hat Trick,

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Throwing b. Catching c. Hitting d. Base Running 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Ready position/ eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly & be ready to throw ball Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Step to target & rotate hips 3. Transfer weight to target 4. Follow through near ear to opposite pocket Hitting CE's 1. Stand sideways with hands on the bat favorite hand on top 2. Take small step to pitcher 3. Hips & shoulders	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to hit a ball, have students practice • Demonstrate how to run bases, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout

		rotate 4. Watch the ball hit the bat		

Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. 2. Spread out station work days to about 1 time per semester	NEPE.1.3 NEPE.1.5 NEPE.1.3 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling • End class with a hand shake, high 5 or fist bump to 3 classmates	Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,

Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Self Volley b. Forehand 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Self Volley CE's 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard Forehand CE's 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high) Serve CE's 1. Place non dominant foot forward 2. Toss ball up & out in front 3. Extend Racquet up to ball 4. Watch the ball hit the racquet	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • Demonstrate the serve & have students practice. (High 5, Toss, Tap) • End class with a hand shake, high 5 or fist bump to 3 classmates	Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Forearm pass b. Underhand serve 2. Stations a. Practicing each skill again	NEPE.1.2 NEPE.1.1 NEPE.1.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Forearm pass CE's (Bump) 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug Underhand Serve CE's 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm straight back & forth 4. Contact ball waist high and follow through Overhand Serve CE's 1. Opposite foot forward 2. Toss the ball up in the air, slightly in front of you 3. Extend arm up	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate the underhand serve & have students practice • Demonstrate the overhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace

		to ball 4. Watch ball hit your hand & follow through		

Grade 2 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 2 Suggested Timeline

45 minute classes, 1 time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3

Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing	NEPE.2.2 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready Position, Eyes up 2. Use finger Pads 3. Push Ball, Don't slap 4. Keep ball waist high, off to side Chest Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target 4. Extend arms & point thumbs down Bounce Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target and aim ⅔ of way to target 4. Extend arms & point thumbs down	Classroom Ideas: • Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble with favorite and unfavorite hand, have students practice • Demonstrate chest and bounce pass, have students practice • Demonstrate how to shoot a ball, have students practice • End class with a hand	Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,

			shake, high 5 or fist bump to 3 classmates	

c. Shooting 2. Stations a. Practicing each skill again		Shooting CE's 1. B- Balance 2. E- Eyes on rim 3. E- Elbow under ball 4. F- Follow through		

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. Spread out fitness days to about 1 time	NEPE.2.3 NEPE.2.5 NEPE.2.3 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items	Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk

per semester			• End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE 2. SWBAT use a variety of physical skills and movement patterns while playing 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Teacher will set out a variety of equipment to the students to play with.	NEPE.2.4 NEPE.2.5 NEPE.2.1 NEPE.2.4	Questions to check for understanding (Critical Elements)	Classroom Ideas: Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class • End class with a hand shake, high 5 or fist bump to 3 classmates	Cooperation, Taking turns, Team work, arguing, sharing Safety

2. Students can change activities anytime they want 3. Teacher must cover all safety items with students before playtime				

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching c. Kicking d. Flag Pulling 2. Stations a. Practicing each skill	NEPE.2.2 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non-throwing hand to target. Throwing arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers Punting CE's 1. Hold ball on side with 2 hands 2. Drop ball, don't toss it 3. Use laces to kick ball 4. Kick with toe pointed out to target and leg straight Flag Pulling CE's 1. Ready position 2. Keep eyes on their hips 3. Break down under	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to kick a ball, have students practice • Demonstrate how to pull a flag & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle, Line of Scrimmage, Offense, Defense, Hand off,

again		control 4. Pull flag and drop on floor		

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that frisbee is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill	NEPE.2.2 NEPE.2.3 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Backhand Throwing CE's 1. Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and flick wrist at end Forehand Throwing CE's 1. Make an L with your thumb, pointer & middle finger 2. Place pointer & middle finger under rim of frisbee and thumb on top of frisbee 3. Hold frisbee shoulder high and	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw backhand & have students practice • Demonstrate how to throw forehand & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve	Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee Catcher,

			frisbee • End class with a hand shake, high 5 or fist bump to 3	

again b. Add frisbee disc catchers to a station		lock wrist and arm into place 4. Flick wrist like you are turning a doorknob	classmates	

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice:	NEPE.2.2 NEPE.2.3 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Putting CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) 4. Bullseye soft Chipping CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) 4. Bullseye soft	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures while golfing • Demonstrate how to putt & have students practice • Demonstrate chip & have students practice • Demonstrate the full swing & have students practice • Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to	Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again

a. Putting b. Chipping c. Full Swing 2. Stations a. Practicing each skill again		Full Swing CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Circle back 3. Sweep low 4. Circle high	keep everyone safe • End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic safety rules of the gymnastics 2. SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Stations a. Practicing each skill	NEPE.2.2 NEPE.2.4 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll Cartwheel Animal Movements Animal Kicks Balance Movements Jumps, Turns & Lands Tripod Headstand Handstand Roundoff Equipment: Wedge Mats	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures during gymnastics • Demonstrate all activities & have students practice • Use bean bag to help keep chin tucked on all rolls performed • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand, Handstand

		Balance Beam Floor Mats Cartwheel Mat Trap Mats		

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline:	NEPE.2.2 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass,Above the head pass, pivot, catch, shot, goal, defense, offense, interception,

1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again 3. Game Day		throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers		

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants	NEPE.2.2 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Hands apart/ thumbs down 2. Tap puck to move it 3. Use both sides of blade 4. Keep eyes up Passing CE's 1. Stand on side of puck 2. Keep eyes on puck 3. Push puck to pass (Scraping	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice	Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,

Content Outline: Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again		noise on floor) 4. Stick stays on ground the whole time Shooting CE's 1. Keep hands apart 2. Stand on side of puck 3. Weight back, stick knee high 4. Transfer weight forward and keep stick below knee (Click noise on floor) Goalkeeping CE's 1. Ready Position 2. Blade between feet 3. Watch puck all the way in 4. Catch/knock puck away from goal	• End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations a. Practicing each skill again b. Jump rope cards & challenges	NEPE.2.2 NEPE.2.3 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Jump Rope CE's 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet Long Jump Rope CE's (Twirler) 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together Long Jump Rope CE's (Jumper) 1. Start in middle of rope 2. Watch the turner 3. Land on the balls of feet 4. Double bounce to	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter & exit a long rope while it is being twirled and have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler

		keep rhythm		

Unit: Soccer
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again	NEPE.2.2 NEPE.2.5 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field Passing CE's 1. Plant non kicking foot next to ball 2. Keep an eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through Shooting CE's 1. Plant non kicking foot on side of the ball 2. Spread arms for balance @ lean back 3. Kick with inside of laces 4. Follow through in upward motion Goalkeeping CE's 1. Ready Position 2. Hands out in	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice. Students can use inside or outside of foot • Demonstrate passing & have students practice. Students can use inside or outside of foot •Demonstrate shooting & have students practice. Students can use inside or outside of foot •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Ball, Dribble, Pass, Shoot, Goalie, Goal,Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw In, Header, Bicycle kick, Hat Trick,

		front of body 3. Watch ball 4. Stop ball with hands and roll or kick the ball away from goal		

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Throwing b. Catching c. Hitting d. Base Running 2. Stations a. Practicing each skill again	NEPE.2.2 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Ready position/ eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly & be ready to throw ball Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Step to target & rotate hips 3. Transfer weight to target 4. Follow through near ear to opposite pocket Hitting CE's 1. Stand sideways with hands on the bat favorite hand on top 2. Take small step to pitcher 3. Hips & shoulders rotate 4. Watch the ball hit the bat	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to hit a ball, have students practice • Demonstrate how to run bases, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout

Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. 2. Spread out station work days to about 1 time per semester	NEPE.2.3 NEPE.2.5 NEPE.2.3 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling • End class with a hand shake, high 5 or fist bump to 3 classmates	Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,

Unit: Tennis

Approximate Length of Time: 3 Days

		1. Place non dominant foot forward 2. Toss ball up & out in front 3. Extend Racquet up to ball 4. Watch the ball hit the racquet		

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Forearm pass b. Underhand serve c. Overhead Pass	NEPE.2.2 NEPE.2.1 NEPE.2.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Forearm pass CE's (Bump) 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug Overhead Pass CE's (Set) 1. Ready Position 2. Look through the window 3. Use finger pads 4. Extend fingers and elbows upward Underhand Serve CE's 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate how to make an overhead pass (Set) & have students practice • Demonstrate the underhand serve & have students practice • Demonstrate the overhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace

d. Overhand Serve 2. Stations a. Practicing each skill again 3. Game Day		straight back & forth 4. Contact ball waist high and follow through Overhand Serve CE's 1. Opposite foot forward 2. Toss the ball up in the air, slightly in front of you 3. Extend arm up to ball 4. Watch ball hit your hand & follow through		

Grade 3 PE

General Description

The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 3 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2

Golf	3

Gymnastics	2
Handball	2
Hockey	3
Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) 3. SWBAT demonstrate appropriate	NEPE.3.2 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready Position, Eyes up 2. Use finger Pads 3. Push Ball, Don't slap 4. Keep ball waist high, off to side Chest Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target 4. Extend arms &	Classroom Ideas: • Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble with favorite and unfavorite hand, have students practice • Demonstrate chest and bounce pass, have students practice • Demonstrate how to shoot a ball, have	Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,

			students practice	

sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting 2. Stations a. Practicing each skill again 3. Game Day		point thumbs down Bounce Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target and aim ⅔ of way to target 4. Extend arms & point thumbs down Shooting CE's 1. B- Balance 2. E- Eyes on rim 3. E- Elbow under ball 4. F- Follow through	• End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT	NEPE.3.3 NEPE.3.5 NEPE.3.3 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups	Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk

demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. Spread out fitness days to about 1 time per semester			- Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats - Pull-ups - Planks - Speed Ladder - Agility Hurdles - Climb over Trap Mats - Over/Under items - Hop/Jump over Items • End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Free Day

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to demonstrate personal responsibility, social behaviors, & participate safely in PE 2. SWBAT use a variety of physical skills and movement patterns while playing	NEPE.3.4 NEPE.3.5 NEPE.3.1	Questions to check for understanding (Critical Elements)	Classroom Ideas: Students will have free choice from equipment to use. Students can choose to play by themselves, with a partner, group or the whole class	Cooperation, Taking turns, Team work, arguing, sharing Safety

3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Teacher will set out a variety of equipment to the students to play with. 2. Students can change activities anytime they want 3. Teacher must cover all safety items with students before playtime	NEPE.3.4		• End class with a hand shake, high 5 or fist bump to 3 classmates	

Unit: Football

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate	NEPE.3.2 NEPE.3.5	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate	Punt, Pass, Kick, Spiral, Laces. Field Goal, Extra Point, Tee, Field Goal Posts, End Zone, Touchdown, Completion, Interception, Fumble, Goal Line, 1st Down, Huddle,

progress towards the appropriate techniques for throwing, catching. Kicking off a tee, and flag pulling 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching c. Kicking d. Flag Pulling 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.1 NEPE.3.4	for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non-throwing hand to target. Throwing arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers Punting CE's 1. Hold ball on side with 2 hands 2. Drop ball, don't toss it 3. Use laces to kick ball 4. Kick with toe pointed out to target and leg straight Flag Pulling CE's 1. Ready position 2. Keep eyes on their hips 3. Break down under control 4. Pull flag and drop on floor	how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to kick a ball, have students practice • Demonstrate how to pull a flag & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Line of Scrimmage, Offense, Defense, Hand-off,

Unit: Frisbee

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will	NEPE.3.2 NEPE.3.3	Skill Checklist during station work Questions to check for	Classroom Ideas: Post, teach & demonstrate the	Frisbee, 1 hand catch, Alligator catch, pancake catch, Frisbee

learn that frisbee is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill again b. Add frisbee disc catchers to a station	NEPE.3.5 NEPE.3.1 NEPE.3.4	understanding (Critical Elements) Backhand Throwing CE's 1. Hold frisbee in favorite hand with thumb on top, pointer finger on side, & the rest of fingers underneath the frisbee 2. Turn sideways and point frisbee at target 3. Bring frisbee back and give yourself a small hug 4. Keep frisbee flat and flick wrist at end Forehand Throwing CE's 1. Make an L with your thumb, pointer & middle finger 2. Place pointer & middle finger under rim of frisbee and thumb on top of frisbee 3. Hold frisbee shoulder high and lock wrist and arm into place 4. Flick wrist like you are turning a doorknob	critical elements of all skills • Demonstrate how to throw backhand & have students practice • Demonstrate how to throw forehand & have students practice • Demonstrate catching & have students practice • Teach students what a frisbee catcher (Frisbee Golf Disc Catcher) is and how to throw and retrieve frisbee • End class with a hand shake, high 5 or fist bump to 3 classmates	Catcher,

Unit: Golf

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game. Students will learn that golf is a lifetime sport 2. SWBAT demonstrate progress towards the appropriate techniques for putting & chipping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Putting b. Chipping c. Full Swing 2. Stations a. Practicing each skill again	NEPE.3.2 NEPE.3.3 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Putting CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Tik-tok (foot to foot, shoe to shoe, toe to toe)(Club sweeps floor) 4. Bullseye soft Chipping CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Legs A, Arms Y 3. Y-Chip-Y (foot to foot, shoe to shoe, toe to toe)(Clubs stays below ankles) 4. Bullseye soft Full Swing CE's 1. Right thumb on red, left thumb on yellow & glue hands together 2. Circle back 3. Sweep low 4. Circle high	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures while golfing • Demonstrate how to putt & have students practice • Demonstrate chip & have students practice • Demonstrate the full swing & have students practice • Demonstrate how groups hit together and pick up together. Nobody is walking around while another group member is pickup up. Groups must work together to keep everyone safe • End class with a hand shake, high 5 or fist bump to 3 classmates	Driver, Wedge, Putter, Divot, Hole-in-one, Albatross, Eagle, Birdie, Par, Bogey, Cart path, Rough, fairway, fringe, green, Putting line, Pin ABC Safety Rules: A- All sides B- Broadcast C- Check all sides again

Unit: Gymnastics

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic safety rules of the gymnastics 2. SWBAT demonstrate progress towards the appropriate techniques for non-locomotor skills 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Stations a. Practicing each skill	NEPE.3.2 NEPE.3.4 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Skills to cover: Log Roll Egg Roll Forward Roll Backwards Roll Cartwheel Animal Movements Animal Kicks Balance Movements Jumps, Turns & Lands Tripod Headstand Handstand Roundoff Equipment: Wedge Mats Balance Beam Floor Mats Cartwheel Mat Trap Mats	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Take about safety measures during gymnastics • Demonstrate all activities & have students practice • Use bean bag to help keep chin tucked on all rolls performed • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward roll, backward roll, cartwheel, round-off, log roll, egg roll, balance beam, wedge mat, Floor Routine, Tuck, Pike, Straddle, ½ turn, full turn, Tripod, Head Stand, Handstand

Unit: Handball

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing & catching 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Throwing b. Catching 2. Stations a. Practicing each skill Again 3. Game Day	NEPE.3.2 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Grip ball with fingers on the laces 3. Step to target 4. Follow through letting ball roll off your fingers	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw several different ways & have students practice • Demonstrate catching & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	2 hand underhand toss, 1 hand underhand toss, overhand throw, chest pass,Above the head pass, pivot, catch, shot, goal, defense, offense, interception,

Unit: Hockey

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.2 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Hands apart/ thumbs down 2. Tap puck to move it 3. Use both sides of blade 4. Keep eyes up Passing CE's 1. Stand on side of puck 2. Keep eyes on puck 3. Push puck to pass (Scraping noise on floor) 4. Stick stays on ground the whole time Shooting CE's 1. Keep hands apart 2. Stand on side of puck 3. Weight back, stick knee high 4. Transfer weight forward and keep stick below knee (Click noise on floor) Goalkeeping CE's 1. Ready Position 2. Blade between	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice • Demonstrate passing & have students practice •Demonstrate shooting & have students practice •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Dribble, Pass, Shoot, Goalie, Goal, Puck, Center line, Face Off, Hat Trick, Power play, Penalty box, Stick, Handle, Blade, One Timer, 5 Hole,

		feet 3. Watch puck all the way in 4. Catch/knock puck away from goal		

Unit: Jump Rope

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basics of jumping rope as an individual and also jumping a long jump rope 2. SWBAT demonstrate progress towards the appropriate techniques for jumping rope as an individual and a long rope 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Short jump rope b. Long jump rope c. Jumping in/out/over of hula hoops, rings, lines 2. Stations a. Practicing each skill again b. Jump rope cards & challenges	NEPE.3.2 NEPE.3.3 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Jump Rope CE's 1. Hold rope by handles about waist high 2. Keep arms bent & swing rope with wrists not arms 3. Time your jump & focus on rhythm 4. Land on the balls of feet Long Jump Rope CE's (Twirler) 1. Hold rope by the handle 2. Stand apart so the rope just touches floor 3. Turn rope using big arm circles 4. Turners must stay watch each other & stay together Long Jump Rope CE's (Jumper) 1. Start in middle of rope 2. Watch the turner 3. Land on the balls of feet 4. Double bounce to keep rhythm	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to pick the right size jump rope • Demonstrate how to jump rope by yourself & have students practice • Demonstrate how to turn a long rope & have students practice • Demonstrate how to jump a long rope & have students practice • Demonstrate how to enter & exit a long rope while it is being twirled and have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Forward jump, backwards jumps, single bounce, double bounce, 1 foot, 2 feet, long rope. Short rope, twirl, Balls of the feet, Rhythm, Twirler

Unit: Soccer
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, passing, shooting & goalkeeping 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting d. Goalkeeping 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.2 NEPE.3.5 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready position 2. Use inside of foot 3. Keep ball close 4. Tap ball to move up field Passing CE's 1. Plant non kicking foot next to ball 2. Keep an eye on ball 3. Spread arms for balance 4. Use inside of foot & follow through Shooting CE's 1. Plant non kicking foot on side of the ball 2. Spread arms for balance @ lean back 3. Kick with inside of laces 4. Follow through in upward motion Goalkeeping CE's 1. Ready Position 2. Hands out in front of body 3. Watch ball 4. Stop ball with hands and roll or kick the ball away from goal	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble & have students practice. Students can use inside or outside of foot • Demonstrate passing & have students practice. Students can use inside or outside of foot •Demonstrate shooting & have students practice. Students can use inside or outside of foot •Demonstrate goalkeeping & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Ball, Dribble, Pass, Shoot, Goalie, Goal,Corner kick, Yellow card, Red card, Foul, Hands, Penalty kick, Tackle, Throw In, Header, Bicycle kick, Hat Trick,

Unit: Softball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for throwing, catching, hitting, & base running 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Throwing b. Catching c. Hitting d. Base Running 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.2 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Catching CE's 1. Ready position/ eyes on ball 2. Thumbs together for passes above waist 3. Pinkies together for passes below waist 4. Step to ball and catch softly & be ready to throw ball Throwing CE's 1. Turn sideways & point non throwing hand to target. Back arm makes the letter "L" 2. Step to target & rotate hips 3. Transfer weight to target 4. Follow through near ear to opposite pocket Hitting CE's 1. Stand sideways with hands on the bat favorite hand on top 2. Take small step to pitcher 3. Hips & shoulders rotate 4. Watch the ball hit the bat	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to throw & have students practice • Demonstrate catching & have students practice • Demonstrate how to hit a ball, have students practice • Demonstrate how to run bases, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Hit, Throw, Catch, Bat, Ball, Base, Tee, Glove, Pitchers Mound, Fair Territory, Batters Box, Bases loaded, Home, run, Grand slam, strike-out, Bunt, Foul ball, Double play, Dugout

Unit: Station Work

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies. Also practicing skills is key to improving 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Set up 6-7 stations and rotate students to each station. Stations are usually 5 minutes long. 2. Spread out station work days to about 1 time per semester	NEPE.3.3 NEPE.3.5 NEPE.3.3 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Scooters - Hula Hoops - Hand Tramps - Scoop & Ball - Scarves - Corn Hole - Ladder Ball - Horse Shoes - Duck Hunt Throw - Table Toss - Table 4 Square - Skeet Ball - Ball Bonk - Toss 12 - Bean Bag Ball Bounce - Previous skills from any sports - Razor Scooters - Bowling • End class with a hand shake, high 5 or fist bump to 3 classmates	Toss, Catch, Bounce, Balance, Hit, Roll, Pin, Ball,

Unit: Tennis

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for self volleying & the forehand stroke 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Self Volley b. Forehand c. Backhand d. Serve 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.2 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Self Volley CE's 1. Keep stiff wrist 2. Keep paddle flat 3. Let ball come down to you 4. Tap soft, don't hit it hard Forehand CE's 1. Side to target 2. Contact ball around front foot 3. Hips rotate at contact 4. Follow through with stiff wrist (Racket goes low to high) Backhand CE's 1. Side to target 2. Chin on shoulder & give yourself a hug 3. Contact ball around front foot 4. Follow through with stiff wrist (Racket goes low to high) Serve CE's 1. Place non dominant foot forward 2. Toss ball up & out in front 3. Extend Racquet up to ball 4. Watch the ball	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to self volley with and without racquet & have students practice • Demonstrate the forehand stroke & have students practice • Demonstrate the serve & have students practice. (High 5, Toss, Tap) • End class with a hand shake, high 5 or fist bump to 3 classmates	Ace, Advantage, Baseline, Crosscourt, Deuce, Double fault, Drop shot, Game point, Line judge, Lob, Love, Match point, Smash, Forehand, Backhand, Serve, Net, Grip, Throat, Head, Strings, Sweet Spot

		hit the racquet		

Unit: Volleyball

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. 2. SWBAT demonstrate progress towards the appropriate techniques for the forearm pass (bump) and the underhand serve 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants Content Outline: 1. Basic Skills Demonstrate and have students practice: a. Forearm pass b. Underhand serve c. Overhead Pass d. Overhand Serve 2. Stations a. Practicing each skill again 3. Game Day	NEPE.3.2 NEPE.3.1 NEPE.3.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Forearm pass CE's (Bump) 1. Ready position 2. Fist/cup with arms straight 3. Receive ball on forearms 4. Use legs for control with little shoulder shrug Overhead Pass CE's (Set) 1. Ready Position 2. Look through the window 3. Use finger pads 4. Extend fingers and elbows upward Underhand Serve CE's 1. Opposite foot forward 2. Lean slightly forward 3. Swing arm straight back & forth 4. Contact ball waist high and follow through Overhand Serve CE's 1. Opposite foot forward	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills • Demonstrate how to make a forearm pass (bump) & have students practice • Demonstrate how to make an overhead pass (Set) & have students practice • Demonstrate the underhand serve & have students practice • Demonstrate the overhand serve & have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Bump, Set, Spike, Underhand Serve, Overhand Serve, Spike, Dig, Net, Backrow, Frontrow, Side out, Carry, Rotate, Crosscourt, Tip, Topspin, Floater, Outside Hitter, Ace

		2. Toss the ball up in the air, slightly in front of you 3. Extend arm up to ball 4. Watch ball hit your hand & follow through		

Grade 4 PE

General Description

Include body & space awareness, direction, pathways, levels and locomotor movements in all activities The main goal and focus of physical education class at SES is to promote movement. Our main objectives of physical education are to help individuals become physically fit, develop character, learn skills and become knowledgeable about sport we can play . Physical education creates well-rounded people. This includes developing muscle strength, endurance, flexibility and agility. We also focus on body & space awareness, direction, pathways, levels and locomotor movements in all activities we do.

We also focus on sportsmanship which means playing within the rules and understanding and using sports etiquette. It is playing fairly in the spirit of the game, showing respect and fair play to opponents and graciousness in both victory and defeat.

Grade 4 Suggested Timeline

45 minute classes, one time a week. Approximately 41 days/lessons a year.

Unit	Days
Basketball	4
Fitness	2
Free Day	2
Football	4
Frisbee	2
Golf	3
Gymnastics	2
Handball	2
Hockey	3

Jump Rope	2
Soccer	3
Softball	3
Station Work	3
Tennis	3
Volleyball	3

Unit: Basketball

Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game 2. SWBAT demonstrate progress towards the appropriate techniques for dribbling, pivoting (Rips & Rainbows), shooting, and passing (Chest & Bounce) 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other participants	NEPE.4.2 NEPE.4.5 NEPE.4.1 NEPE.4.4	Skill Checklist during station work Questions to check for understanding (Critical Elements) Dribbling CE's 1. Ready Position, Eyes up 2. Use finger Pads 3. Push Ball, Don't slap 4. Keep ball waist high, off to side Chest Pass CE's 1. Fingers spread with thumbs behind ball 2. Elbows in 3. Step towards target 4. Extend arms & point thumbs down Bounce Pass CE's 1. Fingers spread with thumbs behind ball	Classroom Ideas: • Post, teach & demonstrate the critical elements of all skills • Demonstrate how to dribble with favorite and unfavorite hand, have students practice • Demonstrate chest and bounce pass, have students practice • Demonstrate how to shoot a ball, have students practice • End class with a hand shake, high 5 or fist bump to 3 classmates	Dribble, Steal, Travel, Double Dribble, Chest Pass, Bounce Pass, Shoot, Pivot, Foul, Finger Pads, Free Throw Line, Basket, Backboard, Rim, Net, Rebound, 3 Point Line, Lane (Paint), Defender, Assist,

Content Outline: 1. Basic Skills - Demonstrate and have students practice: a. Dribbling b. Passing c. Shooting 2. Stations a. Practicing each skill again 3. Game Day		2. Elbows in 3. Step towards target and aim ⅔ of way to target 4. Extend arms & point thumbs down Shooting CE's 1. B- Balance 2. E- Eyes on rim 3. E- Elbow under ball 4. F- Follow through		

Unit: Fitness

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand that moving fast increases our heart rate and breathing and that is good for our bodies 2. SWBAT identify opportunities outside of PE to actively play 3. SWBAT demonstrate appropriate sportsmanship, cooperation, and respect for other	NEPE.4.3 NEPE.4.5 NEPE.4.3 NEPE.4.4	Skill Checklist during station work Questions to check for understanding (Critical Elements)	Classroom Ideas: Post, teach & demonstrate the critical elements of all skills Station work ideas - Jump Ropes - Step Ups - Pogo Balls - Hippity Hops - Jump Bands - Modified push ups - Crunches - Tricep dips - Bleacher climbs - Jogging station - Razor scooters - Squats	Agility, Endurance, Exercise, Form, Strength, Heartbeat (Pulse), Muscles, Sprint, Jog, Walk

Middle School

Grade 5 PE

General Description
Students in grade five will apply principles of movement and knowledge of anatomical structures to enhance their movement patterns, personal fitness, and game strategy and tactics. The will develop proficiency in physical activities and non-traditional skills. The students will access and use resources to plan and improve personal fitness as they live out a healthy lifestyle, while developing a personal responsibility to work in a safe and responsible manner.

Grade 5 Suggested Timeline
Approximately 23 classes per quarter, approximately 92 per year.

Unit	Days
Bases Unit (Kickball, Matball, Barney Ball)	19
Volleyball	9
Football	9
Soccer	9
Basketball	12
Lacrosse	8
Floor Hockey	8
Pickleball	8
Conditioning Workouts (5-8th Grades)/Strength Training (7/8th Grades)	8
PACER Test	6

Unit 1: Bases Unit
Approximate Length of Time: 19 Days (scattered throughout entire school year)

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand individual games of Barney, Baseball/Softball, Kickball. 2. SWBAT understand basic rules of each game. 3. SWBAT demonstrate appropriate techniques for throwing, hitting, catching, kicking, fielding. 4. SWBAT understand a basic knowledge of individual & team strategies of each game. 5. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice Throwing, Catching, Fielding, Hitting, Kicking 3. Team Strategies a. Explain and demonstrate,	PE.5.1 Physical Activity Skills and Movement Patterns PE 5.2 Movement Concepts, Strategies, and Tactics PE 5.5 Physical Activity Benefits	Skills checklist during games/practices. -Observe skills/techniques during games/practices. -Verbal feedback and visual demonstration for correct techniques.	Classroom Ideas: • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies.	Safe, Runner, Lead-off, Slide, Out, On Deck, Tag up, Force-Hit, Pitcher, Double, Bases, Home-run, Single, Strike, Swing, Home, Grand Slam, Foul, Field, Visitor, Triple, Walk, Batter, Batting Order, Bunt

Force outs, Tagging up, Situations for 1, 2 outs, Batting order.				

Unit 2: Volleyball

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies a. Explain and demonstrate	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics PE 5.5 Physical Activity Benefits	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies.	Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley.
rotations, coverage.				

Unit 3: Football

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies a. Explain and demonstrate, Route Running, Blocking, Coverage.	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics PE.5.3 Health Related Physical Activity and Fitness	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice throwing and catching in pairs, both stationary and running. • Form teams and play games to improve skills and strategies.	Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man Man, Lateral, Deflection, End zone, Loss.

Unit 4: Soccer

Approximate Length of Time: 9 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins. 3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go.	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics	-Skills checklist during games/practic e -Observe skills/techniqu es during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies.	Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.

Unit 5: Basketball

Approximate Length of Time: 12 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. 3. Students will understand basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Shooting,	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics PE.5.5 Physical Activity Benefits	-Skills checklist during games/practice. -Observe skills/techniq ue s during games/ practice. -Verbal feedback and visual demonstrati on for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies.	Backboard, Chest Pass, Cut, Out of bounds, Half Court, Overhead pass, Outlet, Foul, Tip, Bounce pass, Guard, Screen, Rim, Dribble, Forward, Key, Shot, Post, Paint, Free throw, Zone, Steal, Man to Man, Sideline, Press, Trap, Baseline, Jump shot, Rebound, 3 pointer, Stance, Cross over.
Rebounding 3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Pick and Roll,Give and				

Go.				

Unit 6: Lacrosse

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities. 4. Students will be able to properly face-off and handle the lacrosse stick in a safe manner. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics	-Skills checklist during games/practice. -Observe skills/technique s during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies.	-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear

2. Basic Skills a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies a. Explain positions such as goalie, defenseman, attacker, wingman and				

roles of each.				

Unit 7: Floor Hockey

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. 2) Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned. 3) SWBAT demonstrate ability to communicate effectively and work together in pairs/groups. Content Outline:	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics	The teacher will move around and assess the students while they are participating during mini-games. The teacher will mark against a criterion such as proper grip, stick handling and team play during small-sided and full-sided games. The teacher will note improvements in student understanding in learned concepts.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies.	-Clearing -Attacker -Defenseman -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty

Off-ball/puck skills: -Move to open space -Support puck carrier -Defending space/goal -Winning the puck. **On-ball/puck skills:** -passing, Receiving, Stick-handling, shooting.				

Unit 8: Pickleball

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve. 2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball. Content Outline: -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.2 Movement Concepts, Strategies, and Tactics PE.5.5 Physical Activity Benefits	-Teacher will move around gym to assess proper forehand and backhand grips/swings. -Teacher will assess proper procedures, specifically serving and scoring guidelines. -Teacher will provide additional assistance to those who need game modified for gameplay.	Classroom Ideas: 1) "Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link 2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique. 3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different	-Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley -forehand -backhand

gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotation. -Students will play doubles/triples depending on class sizes and demonstrate proper scoring. -"Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link Additional resource: Pickleball Overview			competition. 4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay. 5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins.	

Unit 9: Conditioning Workouts (5/6th Grades)

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: -Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle. -SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health.	PE.5.1 Physical Activity Skills and Movement Patterns PE.5.4 Responsible Behavior PE.5.5 Physical Activity Benefits	-Teacher will participate often and motivate through example and positive reinforcement. -Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate. -Teacher will	Classroom Ideas: -Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice. -Station Workout:	-High knees, butt kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).
-SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles. Content Outline: -Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.		provide and model proper techniques and examples of exercises for the students to see and use.	Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn. -Online workout videos (examples below): HIIT Cardio Kickboxing	

			PLYO Workout	

Unit 10: PACER Test

Approximate Length of Time: 2 days (1 of those days allotted for makeup tests) each 3 times per school year.

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will be able to push themselves to run as long as possible over a distance of 20 meters as the specified pace gets faster each minute. -SWBAT set goals to reach for to attain	PE.5.3 Health Related Physical Activity and Fitness PE.5.4 Responsible Behavior PE.5.5 Physical	-The teacher will track progress of each runner based on the number of "trips" the runner makes back and forth. Trips are counted by the partner of the runner in the counting group and then	Classroom Ideas: -CD included to carry out the test. CD also recites instructions to the students before running. -Have a student who understands how to run the	Trips, misses, counters, total, triple beep, pacing.

higher classes and individual average throughout the school year. Content Outline: -Demonstrate what an appropriate "trip" is and what a "miss" is. -Students will split into 2 groups each time. One group will be "counters" for the runners they are assigned to. These counters will track the number of trips and misses each runner has. Once one full group has run until failure, the next group runs and the students who were just runners will now be counters.	Activity Benefits	reported to the teacher, NOT counting the missed trips (trips that the runner did not complete before the next "beep." Runners must cross the cone line before the "beep" in order for the trip to count. -Teacher will track, via Google Sheets, individual and class averages for each PACER test (3 per school year).	PACER demonstrate first to those unsure, or the teacher can do so.	

Grade 6 PE

General Description

Students in grade six apply fundamental skills and knowledge of anatomical structures and movement principles to build movement competence and confidence through acquisition, performance, and refinement of skills learned in grade five. Cooperative and competitive small-group games are appropriate as well as outdoor pursuits, fitness activities, individual performance activities, and sports (net/wall, striking/fielding, and goal/target), with an emphasis on developing skills. Students use feedback to initiate and maintain practice to improve skill performance. Students assess their health-related fitness status and set reasonable and appropriate goals for development, maintenance, and improvement. Students solve problems and make responsible decisions as they work together. They identify and seek opportunities to participate in regular physical activity at school and

outside the school environment.

6 Suggested Timeline

Approximately 23 classes per quarter, approximately 92 per year.

Unit	Days
Bases Unit (Kickball, Matball, Barney Ball)	19
Volleyball	9
Football	9
Soccer	9
Basketball	12
Lacrosse	8
Floor Hockey	8
Pickleball	8
Conditioning Workouts	8
PACER Test	6

Unit 1: Bases Unit

Approximate Length of Time: 19 days (scattered throughout entire school year)

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand individual games of Barney, Baseball/Softball, Kickball. 2. SWBAT understand basic rules of each game. 3. SWBAT demonstrate appropriate techniques for throwing, hitting, catching, kicking, fielding. 4. SWBAT understand a basic knowledge of individual & team strategies of each game. 5. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice Throwing, Catching, Fielding, Hitting, Kicking 3. Team Strategies	PE.6.1 Physical Activity Skills and Movement Patterns PE 6.2 Movement Concepts, Strategies, and Tactics PE 6.5 Physical Activity Benefits	Skills checklist during games/practices -Observe skills/techniques during games/practices -Verbal feedback and visual demonstration for correct techniques.	Classroom Ideas: • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies.	Safe, Runner, Lead off, Slide, Out, On Deck, Tag-up, Force Hit, Pitcher, Double, Bases, Home-run, Single, Strike, Swing, Home, Grand Slam, Foul, Field, Visitor, Triple, Walk, Batter, Batting Order, Bunt

a. Explain and demonstrate, Force outs, Tagging up, Situations for 1, 2 outs, Batting order.				

Unit 2: Volleyball

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics PE 6.5 Physical Activity Benefits	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. -"Nuke 'Em" will be played to enhance hand eye coordination among younger students.	Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.

2. Basic Skills a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies a. Explain and demonstrate rotations, coverage.				

Unit 3: Football

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics PE.6.3 Health Related Physical Activity and Fitness	-Skills checklist during games/practice -Observe skills/techniq ue s during games/ practice. -Verbal feedback and visual demonstrati on for technique.	Classroom Ideas: • Have students practice throwing and catching in pairs, both stationary and running. • Form teams and play games to improve skills and strategies. (Ultimate Football-same rules as Ultimate Frisbee)	Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man Man, Lateral, Deflection, End zone, Loss.

b. Model rules in a game				

setting 2. Basic Skills a. Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies a. Explain and demonstrate, Route Running, Blocking, Coverage.				

Unit 4: Soccer

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork.	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills	Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.

Content Outline:			and strategies.	

1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Kicking, Throw-ins. 3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go.				

Unit 5: Basketball

Approximate Length of Time: 12 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship,	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics PE.6.5 Physical Activity Benefits	-Skills checklist during games/practice. -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and	Backboard, Chest Pass, Cut, Out of bounds, Half-Court, Overhead pass, Outlet, Foul, Tip, Bounce pass, Guard, Screen, Rim, Dribble, Forward, Key, Shot, Post, Paint, Free throw, Zone, Steal, Man to Man, Sideline, Press, Trap, Baseline, Jump shot, Rebound, 3 pointer, Stance, Cross- over.

cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling, Shooting, Rebounding 3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Pick and Roll,Give and Go.			strategies.	

Unit 6: Lacrosse

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities.	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics	-Skills checklist during games/practice. -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooti	-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear

4. Students will be able			n g while standing, walking, jogging, and running.	

to properly face-off and handle the lacrosse stick in a safe manner. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies a. Explain positions such as goalie, defenseman, attacker, wingman and roles of each.			• Form teams and play games to improve skills and strategies.	

Unit 7: Floor Hockey

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. 2. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement Concepts, Strategies, and Tactics	-The teacher will move around and assess the students while they are participating during mini games. -The teacher will mark against a criterion such as proper grip, stick handling and team	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on	-Clearing -Attacker -Defenseman -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty
positioned. 3. SWBAT demonstrate ability to communicate effectively and work together in pairs/groups. Content Outline: **Off-ball/puck skills:** -Move to open space -Support puck carrier -Defending space/goal -Winning the puck. **On-ball/puck skills:** -passing, Receiving, Stick-handling, shooting.		play during small sided and full sided games. -The teacher will note improvements in student understanding in learned concepts.	passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students.	

Unit 8: Pickleball

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve. 2. SWBAT understand	PE.6.1 Physical Activity Skills and Movement Patterns PE.6.2 Movement	-Teacher will move around gym to assess proper forehand and backhand grips/swings. -Teacher will	Classroom Ideas: 1) "Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link 2) Students will volley	-Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley -forehand
rules, boundaries, terminology and basic strategy of pickleball. Content Outline: -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotation. -Students will play doubles/triples depending on class sizes and demonstrate proper scoring. -"Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link	Concepts, Strategies, and Tactics PE.6.5 Physical Activity Benefits	assess proper procedures, specifically serving and scoring guidelines. -Teacher will provide additional assistance to those who need game modified for gameplay.	the ball back and forth and demonstrate proper forehand and backhand technique. 3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition. 4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay. 5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/	-backhand

Additional resource: Pickleball Overview			higher score at end of time wins.	

Unit 9: Conditioning Workouts (5/6th Grades)

Approximate Length of Time: ~8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will be able to understand the importance of	PE.6.1 Physical Activity Skills and Movement Patterns	-Teacher will participate often and motivate through	Classroom Ideas: -Student circle: Students create	-High knees, butt kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches,

developing and maintaining a habitual and purposeful lifestyle. -SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health. -SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles. Content Outline: -Lessons and Activities vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.	PE.6.4 Responsible Behavior PE.6.5 Physical Activity Benefits	example and positive reinforcement. -Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate. -Teacher will provide and model proper techniques and examples of exercises for the students to see and use.	a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice. -Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn. -Online workout videos (examples below): HIIT Cardio Kickboxing PLYO Workout	planks, hip pocket to eye socket (form running).

Unit 10: PACER Test

Approximate Length of Time: 2 days (1 of those days allotted for makeup tests) each 3 times per school year.

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will be able to push themselves to run as long as possible over a distance of 20 meters as the specified pace gets faster each minute. -SWBAT set goals to reach for to attain higher classes and individual average throughout the school year. Content Outline: -Demonstrate what an appropriate "trip" is and what a "miss" is. -Students will split into 2 groups each time. One group will be "counters" for the runners they are assigned to. These counters will track the number of trips and misses each runner has. Once one full group has run until failure, the next group runs and the students who	PE.6.3 Health Related Physical Activity and Fitness PE.6.4 Responsible Behavior PE.6.5 Physical Activity Benefits	-The teacher will track progress of each runner based on the number of "trips" the runner makes back and forth. Trips are counted by the partner of the runner in the counting group and then reported to the teacher, NOT counting the missed trips (trips that the runner did not complete before the next "beep." Runners must cross the cone-line before the "beep" in order for the trip to count. -Teacher will track, via Google Sheets, individual and class averages for each PACER test (3 per school year).	Classroom Ideas: -CD included to carry out the test. CD also recites instructions to the students before running. -Have a student who understands how to run the PACER demonstrate first to those unsure, or the teacher can do so.	Trips, misses, counters, total, triple beep, pacing.

were just runners will now be counters.				

Grade 7 PE

General Description

Students in grade seven will continue to develop competence in modified version of various physical activity skills and movement patterns. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students will apply knowledge of movement concepts, strategies, and tactics in individual performance activities. Students will exhibit responsible behavior during physical activity and recognize the benefits of physical activity for health. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

7 Suggested Timeline

~23 days per quarter - ~92 days per school year

Unit	Days
Bases Unit	16
Basketball	12
Football	9
Soccer	9
Volleyball	9
Pickleball	7
Lacrosse	8
Floor Hockey	8
Pacer Test	6
Workout/Conditioning Days	5

Unit 1: Base Games

Approximate Length of Time: 16 days scattered throughout the entire school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand individual games of Barney, Base/Soft, Kickball. 2. Students will understand the basic rules of the game. 3. Students will demonstrate appropriate techniques for throwing, catching, hitting/ kicking 4. Students will understand a basic knowledge of individual and team strategies of each game. 5. Students will develop appropriate sportsmanship, cooperation, and teamwork. **Content Outline:** 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice • Throwing • Catching • Fielding • Hitting • Kicking 3. Team Strategies a. Explain and demonstrate • Force outs • Tagging up • Situations for 1,	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.7.1.5 Performs a variety of fielding/striking game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	Skills checklist during games/practice. Observe skills/techniques during games/practices.	Classroom Ideas: • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies.	safe Out Hit Homerun Swing Field Batter Runner On deck Pitcher Bases Home Visitor Batting order Lead off Tag up Double Single Grand slam Triple Home run Slide Force Bases Strike Foul Walk bunt
• 2 outs. • Batting order				

Unit 2: Volleyball

Approximate Length of Time: 9 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies a. Explain and demonstrate rotations,	PE.7.1.2. Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling) PE.7.1.3 Performs a variety of net and wall game skills and activities with competency	-Skills checklist during games/practice -Observe skills/techniqu es during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three-four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. -Students will also play “Nuke ‘Em” as a game to warm up to and to carry out basic rules of volleyball with. Students are allowed to catch and throw the ball in this game and whoever the ball lands closest to is “out” until one team gets the other team players completely eliminated from the game.	Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.
coverage.				

Unit 3: Football

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a.	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	-Skills checklist during games/practice -Observe skills/techniq ue s during games/ practice. -Verbal feedback and visual demonstrati on for technique.	Classroom Ideas: -Have students practice throwing and catching in pairs, both stationary and running. -Form teams and play games to improve skills and strategies. -Students will break off into teams and play flag football, Ultimate Football (rules: Ultimate Football)	Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man Man, Lateral, Deflection, End zone, Loss of down, false start, offsides, pass interference, holding, personal foul.

Demonstrate and Practice, Throwing, Catching, Snapping 3. Team Strategies a. Explain and demonstrate, Route Running, Blocking, Coverage.				

Unit 4: Soccer

Approximate Length of Time: 9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing,	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	-Skills checklist during games/practice -Observe skills/techniq ue s during games/ practice. -Verbal feedback and visual demonstrati on for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. -Students will	Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand-ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.

Dribbling, Kicking, Throw-ins.			play 4-corner soccer in which they are split into 4 teams and try to score at the opposing	
3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go.			goals. Last goalie not scored on gets a point for their team.	

Unit 5: Basketball

Approximate Length of Time: ~12 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. **Content Outline:** 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice • Passing • Dribbling • Shooting • Rebounding 3. Team Strategies a. Explain and demonstrate • Move without ball • Defense	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	Skills checklist during games/practice. Observe skills/techniques during games/practices.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running • Form teams and play games to improve skills and strategies. • 3v3 tournament close to Christmas break. “SMS Holiday Tournament”	Backboard Chest Pass Cut Out of bounds Half Court Overhead pass Outlet Foul Tip Bounce pass Guard Screen Rim Dribble Forward Key Shot Post Paint Free throw Zone Steal Man to Man Sideline Press Trap Baseline Jump shot Rebound 3 pointline Stance Cross-over

• Pick and Roll • Give and Go				

Unit 6: Lacrosse

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities. 4. Students will be able to properly face-off and handle the lacrosse stick in a safe manner. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies a. Explain positions such as goalie,	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	-Skills checklist during games/practice. -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • Students will play 4 corner lacrosse (same rules as 4 corner soccer/hockey).	-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear

defenseman, attacker,				

wingman and roles of each.				

Unit 7: Floor Hockey

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. 2. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned. 3. SWBAT demonstrate ability to communicate effectively and work together in pairs/groups. Content Outline: **Off-ball/puck skills:** -Move to open space -Support puck carrier -Defending space/goal -Winning the puck. **On-ball/puck skills:** -passing, Receiving, Stick-handling,	PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency . PE.7.2 Movement Concepts, Strategies, and Tactics PE.7.4 Responsible Behavior	-The teacher will move around and assess the students while they are participating during mini games. -The teacher will mark against a criterion such as proper grip, stick handling and team play during small sided and full sided games. -The teacher will note improvements in student understanding in learned concepts.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students.	-Clearing -Attacker -Defenseman -Goalie -Forward -Wings -Marking -Face-off -High-sticking -Penalty

shooting.				

Unit 8: Pickleball

Approximate Length of Time: 8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve. 2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball. Content Outline: -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotati on. -Students will play	PE.7.1.3 Performs a variety of net and wall game skills and activities with competency. PE.7.2 Movement Concepts, Strategies, and Tactics	-Teacher will move around gym to assess proper forehand and backhand grips/swings. -Teacher will assess proper procedures, specifically serving and scoring guidelines. -Teacher will provide additional assistance to those who need game modified for gameplay.	Classroom Ideas: 1) "Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link 2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique. 3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition. 4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay. 5) To allow for more rotation, games will	-Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley -forehand -backhand

doubles/triples depending on class sizes and demonstrate proper scoring. -"Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link Additional resource: Pickleball Overview			be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins. "King's Court" will be played for 7/8th grades. (King's Court Pickleball)	

Unit 9: Conditioning Workouts

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: -Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle. -SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health. -SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles. Content Outline: -Lessons and Activities	PE.7.3.3 Exhibits the knowledge to achieve and maintain a health enhancing level of physical fitness.	-Teacher will participate often and motivate through example and positive reinforcement. -Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate. -Teacher will provide and model proper techniques and examples of exercises for the students to see and use.	Classroom Ideas: -Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice. -Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn. -Online workout videos (examples below): HIIT Cardio	-High knees, butt kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).

vary by frequency of workouts and time allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.			Kickboxing PLYO Workout Students will also complete Strength Training Days in addition to workout days. Separate Strength Training Workout unit will be used for 7/8th grades.	

Unit 10: Strength Training Unit
Approximate Length of Time: 4-6 days per school year (some will take the place of Conditioning Workouts).

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to understand basic movements of body and ground-based lifting and fundamentals lifting techniques to enhance physical fitness. 2. SWBAT use a variety of exercises to further understanding of muscles used and how each muscle is benefitting from such exercise. 3. SWBAT learn how to properly and safely use strength training equipment as well as how to be an appropriate spotter for those completing the lifts. 4. SWBAT begin to use the PLT4M App (see link) that is used at Seward High School, thus streamlining the	PE.7. 3 Health Related Physical Activity and Fitness PE.HS.5 Introducti on to Strength and Conditioning	- Teacher will correct improper form/techniqu e. -Teacher will evaluate workout logs to see if workouts are being completed and improved upon over time and if goals are being met. -Teacher will demonstrate proper use of equipment and intervene when necessary to correct bad habits.	Classroom Ideas: - Students will divide up into 2 groups each day we use the strength training equipment. Group 1 will lift the recommended workout for that day while Group 2 will complete the station workouts that will be posted according to the day of the week (2x through). The next day we complete Strength Training, groups will switch and complete same tasks. -Students will log, either by paper and pencil or by PLT4M App, their progress through each workout. -Students will	-Spotter -Dumbbells -Barbell -Range of motion -Dynamic Warmup -Reps (Repetitions) -Sets -Rack the weights -Hinge -Points of contact -Back Squat -Hang Clean -Deadlift -Bench Press

transition between middle		-Safety will be emphasized throughout entirety of Strength	demonstrate proper lifting and breathing	

and high school. PLT4M Website 5. SWBAT gain confidence in the use of their own bodies as well as how to navigate a weight room environment safely and effectively. 6. SWBAT learn how to formulate specific goals for themselves and how to attain them through physical fitness. Content Outline: -Basic Lift Form/Fund: Squat (start with bodyweight squats), Bench Press, Deadlifts, Hang Clean (bar only to start). -How to properly fill out a workout log. What do reps/sets mean? (see attached document for example of what will be handed out to the students if they do not have access yet to the PLT4M app to show them what a workout what look like). 7/8th Workout Log -Breathing techniques. -Spotter requirements. -Workout rotation/stations. -Station workouts assigned to each day will be used and posted for the other half of the class that is not lifting that day, then the next day we are lifting, groups would switch.		Training Unit.	techniques before any weight is added to the barbell for lifting. -The students who are more familiar with Strength Training my use the workouts they've been completing on the App, or what they've been doing at the high school if they've been showing up for open weight sessions there.	

Grade 8 PE

General Description
Students in grade eight will continue to develop competence in modified version of various physical activity skills and movement patterns. Students achieve and maintain personal fitness standards and create plans by setting reasonable and appropriate goals for improvement or maintenance of health-related fitness. Students will apply knowledge of movement concepts, strategies, and tactics in individual performance activities. Students will exhibit responsible behavior during physical activity and recognize the benefits of physical activity for health. Students continue to develop social skills and cooperative behaviors by demonstrating problem solving, conflict resolution, communication skills, appropriate etiquette, integrity, and respect for others.

Grade 8 Suggested Timeline
23 days per quarter - 92 days per school year

Unit	Days
Bases Unit	16
Basketball	12
Football	9
Soccer	9
Volleyball	9
Pickleball	7
Lacrosse	8
Floor Hockey	8
Pacer Test	6
Workout/Conditioning Days	5

Unit 1: Base Games
Approximate Length of Time ~16 days scattered throughout the entire school year

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will understand individual games of Barney, Base/Soft, Kickball. 2. Students will understand the basic rules of the game. 3. Students will demonstrate appropriate techniques for throwing, catching, hitting/ kicking 4. Students will understand a basic knowledge of individual and team strategies of each game. 5. Students will develop appropriate sportsmanship, cooperation, and teamwork. **Content Outline:** 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice • Throwing • Catching • Fielding • Hitting • Kicking 3. Team Strategies a. Explain and demonstrate • Force outs • Tagging up • Situations for 1, • 2 outs. • Batting order	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competenc y. PE.8.1.5 Performs a variety of fielding/stri kin g game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsible Behavior	Skills checklist during games/practice. Observe skills/techniqu es during games/practices.	Classroom Ideas: • Have students practice throwing and catching. • Partner throw and catch, stationary and jogging. • Fielding drills. • Practice throwing ball to base or at runner. • Work on running the bases. • Form teams and play games to improve skills and strategies.	safe Out Hit Homerun Swing Field Batter Runner On deck Pitcher Bases Home Visitor Batting order Lead off Tag up Double Single Grand slam Triple Home run Slide Force Bases Strike Foul Walk bunt

Unit 2: Volleyball

Approximate Length of Time: ~9 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand the basic rules of the game. 2. SWBAT demonstrate appropriate techniques for passing, setting, hitting, and serving. 3. SWBAT understand a basic knowledge of individual and team strategies. 4. SWBAT develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Setting, Hitting, Serving. 3. Team Strategies	PE.8.1.2. Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling) PE.8.1.3 Performs a variety of net and wall game skills and activities with competency	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three four playing pepper(pass, set, hit) • Form teams and play games to improve skills and strategies. -Students will also play “Nuke ‘Em” as a game to warm up to and to carry out basic rules of volleyball with. Students are allowed to catch and throw the ball in this game and whoever the ball lands closest to is “out” until one team gets the other team players completely eliminated from the game.	Serve, In, Spike, Pass, Out, Set, Overhand, Hit, Underhand, Net, Rotation, Rally, Setter, Ace, Kill, Block, Line, Out, Volley, Sideout.

a. Explain and demonstrate rotations, coverage.				

Unit 3: Football

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for throwing and catching and snapping. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Throwing, Catching, Snapping	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsible Behavior	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: -Have students practice throwing and catching in pairs, both stationary and running. -Form teams and play games to improve skills and strategies. -Students will break off into teams and play flag football, Ultimate Football (rules: Ultimate Football)	Flag, Touchdown, Block, Tackle, Down, 2-point conversion, Snap, Rush, Yards, Sack, Complete, Coverage, Incomplete, Man-Man, Lateral, Deflection, End zone, Loss of down, false start, offsides, pass interference, holding, personal foul.

3. Team Strategies a. Explain and demonstrate, Route Running, Blocking, Coverage.				

Unit 4: Soccer

Approximate Length of Time: ~9 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, dribbling, kicking, and throw-ins. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Dribbling,	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsible Behavior	-Skills checklist during games/practice -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • Students will play 4- corner soccer in which they are split into 4 teams and try to score at the opposing goals. Last goalie not scored on gets a point for their team.	Dribble, Save, Offsides, Keeper, Shot, Goalie, Hands, Pass, Goal, Hand ball, Kick, Strike, Indirect, Throw-in, Heel, Cross.

Kicking, Throw-ins. 3. Team Strategies a. Explain and demonstrate, Move without ball, Defense, Passing, Give and Go.				

Unit 5: Basketball

Approximate Length of Time: ~12 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will understand the basic rules of the game. 2. Students will demonstrate appropriate techniques for passing, shooting, dribbling, defense. 3. Students will understand a basic knowledge of individual and team strategies. 4. Students will develop appropriate sportsmanship, cooperation, and teamwork. **Content Outline:** 1. Rules	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsible Behavior	Skills checklist during games/practice. Observe skills/techniques during games/practices.	Classroom Ideas: • Have students practice passing with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on dribbling while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • 3v3 tournament close to Christmas break. “SMS Holiday Tournament”	Backboard Chest Pass Cut Out of bounds Half Court Overhead pass Outlet Foul Tip Bounce pass Guard Screen Rim Dribble Forward Key Shot Post Paint Free throw Zone Steal Man to Man Sideline Press Trap

a. Discuss Rules b. Model rules in a game Setting 2. Basic Skills a. Demonstrate and Practice • Passing • Dribbling • Shooting • Rebounding 3. Team Strategies a. Explain and demonstrate • Move without ball • Defense • Pick and Roll • Give and Go				Baseline Jump shot Rebound 3 pointline Stance Cross-over

Unit 6: Lacrosse

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to recall history of Lacrosse and why it was used in early civilization. 2. Students will be able to demonstrate proper handling of the lacrosse ball and how to pass/shoot. 3. Students will be able to recognize and recall positions and position responsibilities. 4. Students will be able to properly face-off and handle the	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsible Behavior	-Skills checklist during games/practice. -Observe skills/techniques during games/ practice. -Verbal feedback and visual demonstration for technique.	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooting while standing, walking, jogging, and running. • Form teams and play games to improve skills and strategies. • Students will play 4 corner lacrosse	-Defenseman -Attacker -Goalie -Wingman -Midfielder -Face-off -Offsides -Slashing -X -Clear

lacrosse stick in a safe manner.			(same rules as 4 corner soccer/hockey).	

Content Outline: 1. Rules a. Discuss Rules b. Model rules in a game setting 2. Basic Skills a. Demonstrate and Practice, Passing, Shooting, Cradling. 3. Team Strategies a. Explain positions such as goalie, defenseman, attacker, wingman and roles of each.				

Unit 7: Floor Hockey

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will be able to send, receive, and retain object with a moderate level of speed, accuracy, and distance. 2. Students will be able to make decisions on when it is appropriate to shoot, pass, and where to be positioned. 3. SWBAT demonstrate ability	PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics PE.8.4 Responsib le	-The teacher will move around and assess the students while they are participating during mini-games. -The teacher will mark against a criterion such as proper grip, stick handling and team play during small sided and full-sided games. -The teacher will note	Classroom Ideas: • Have students practice passing/catching with a partner or off a wall. • Groups of three on three working on passing and shooting. • Work on passing/shooti ng while standing, walking, jogging, and running.	-Clearing -Attacker -Defensem an -Goalie -Forward -Wings -Marking -Face-off -High-sticki ng -Penalty

to communicate effectively and work together in pairs/groups.	Behavior	improvements in student understanding in	• Form teams and play games to	

Content Outline: **Off-ball/puck skills:** -Move to open space -Support puck carrier -Defending space/goal -Winning the puck. **On-ball/puck skills:** -passing, Receiving, Stick-handling, shooting.		learned concepts.	improve skills and strategies. • 4 corner hockey will be played to provide more movement and opportunity for scoring for all students.	

Unit 8: Pickleball

Approximate Length of Time: 8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will demonstrate the proper technique in the forehand, backhand, volley, ready position and serve. 2. SWBAT understand rules, boundaries, terminology and basic strategy of pickleball. Content Outline: -Teach service rules/show short pickleball instructional video. Link: What is Pickleball? -Model boundaries and gameplay. -Model no-volley zone and two-bounce rule. -Model serving procedure/rotation. -Students will play doubles/triples depending on class sizes and demonstrate proper scoring. -"Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link	PE.8.1.3 Performs a variety of net and wall game skills and activities with competency. PE.8.2 Movement Concepts, Strategies, and Tactics	-Teacher will move around gym to assess proper forehand and backhand grips/swings. -Teacher will assess proper procedures, specifically serving and scoring guidelines. -Teacher will provide additional assistance to those who need game modified for gameplay.	Classroom Ideas: 1) "Tennis Baseball" will be used as an introductory game to pickleball. Tennis Baseball Link 2) Students will volley the ball back and forth and demonstrate proper forehand and backhand technique. 3) Students will pair up in doubles or triples and play other teams. Rotate courts to provide different competition. 4) There will be a total of 5 courts to provide ample opportunity to play. Side courts can be less strict on rules to provide more of a practice round for players to adapt to actual gameplay. 5) To allow for more rotation, games will be played for a duration of 5 minutes at each court, and then rotate to play different teams. Team w/ higher score at end of time wins. "King's Court" will be played for 7/8th	-Kitchen (no volley zone) -singles -doubles -two-bounce rule -let -volley -forehand -backhand

Additional resource: Pickleball Overview			grades. (King's Court Pickleball)	

Unit 9: Conditioning Workouts

Approximate Length of Time: ~8 days per school year

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: -Students will be able to understand the importance of developing and maintaining a habitual and purposeful lifestyle. -SWBAT exert themselves physically and mentally to further their boundaries and build a better foundation for cardiovascular health. -SWBAT experience a wide array of workouts to spark interest in something they can take away with them for personal use in their own lifestyles. Content Outline: -Lessons and Activities vary by frequency of workouts and time	PE.8.3 Health Related Physical Activity and Fitness PE.8.4 Responsible Behavior PE.8.5 Physical Activity Benefits	-Teacher will participate often and motivate through example and positive reinforcement. -Instructor can provide modifications to the workouts to enable all levels of fitness to complete and participate. -Teacher will provide and model proper techniques and examples of exercises for the students to see and use.	Classroom Ideas: -Student circle: Students create a big circle in the gym. Each student chooses an exercise for entire class to complete for a minimum of 30sec. Exercises cannot be use more than twice. -Station Workout: Students pair up, 1 partner jogs while other partner draws out of a basket the exercise to do for a set period of time. When exercise is complete, partners switch. Repeat w/ new exercise drawn. -Online workout videos (examples below): HIIT Cardio Kickboxing	High knees, butt-kicks, karaoka, lunges, high skips, high kicks, pushups, mountain climbers, crunches, planks, hip pocket to eye socket (form running).

allowed. W workout day is usually done 1-2 times per month on random or set dates decided on by the instructor and classes.			PLYO Workout Students will also complete Strength Training Days in addition to workout	
			days. Separate Strength Training Workout unit will be used for 7/8th grades.	

Unit 10: Strength Training Unit

Approximate Length of Time: 4-6 days per school year (some will take the place of Conditioning Workouts).

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will be able to understand basic movements of body and ground-based lifting and fundamentals lifting techniques to enhance physical fitness. 2. SWBAT use a variety of exercises to further understanding of muscles used and how each muscle is benefitting from such exercise. 3. SWBAT learn how to properly and safely use strength training equipment as well as how to be an appropriate spotter for those completing the lifts. 4. SWBAT begin to use the PLT4M App (see link) that is used at Seward High School, thus streamlining the transition between middle and high school. PLT4M Website 5. SWBAT gain confidence	PE.8. 3 Health Related Physical Activity and Fitness PE.HS.5 Introduction to Strength and Conditioning	- Teacher will correct improper form/technique. -Teacher will evaluate workout logs to see if workouts are being completed and improved upon over time and if goals are being met. -Teacher will demonstrate proper use of equipment and intervene when necessary to correct bad habits. -Safety will be emphasized throughout entirety of Strength Training Unit.	Classroom Ideas: - Students will divide up into 2 groups each day we use the strength training equipment. Group 1 will lift the recommended workout for that day while Group 2 will complete the station workouts that will be posted according to the day of the week (2x through). The next day we complete Strength Training, groups will switch and complete same tasks. -Students will log, either by paper and pencil or by PLT4M App, their progress through each workout. -Students will demonstrate proper lifting and breathing techniques before any weight is added to the barbell for lifting. -The students who are	-Spotter -Dumbbells -Barbell -Range of motion -Dynamic Warmup -Reps (Repetitions) -Sets -Rack the weights -Hinge -Points of contact -Back Squat -Hang Clean -Deadlift -Bench Press

in the use of their own bodies as well as how to navigate a weight room environment safely and effectively. 6. SWBAT learn how to formulate specific goals for themselves and how to attain them through physical fitness. Content Outline: -Basic Lift Form/Fund: Squat (start with bodyweight squats), Bench Press, Deadlifts, Hang Clean (bar only to start). -How to properly fill out a workout log. What do reps/sets mean? (see attached document for example of what will be handed out to the students if they do not have access yet to the PLT4M app to show them what a workout what look like). 7/8th Workout Log -Breathing techniques. -Spotter requirements. -Workout rotation/stations. -Station workouts assigned to each day will be used and posted for the other half of the class that is not lifting that day, then the next day we are lifting,			more familiar with Strength Training my use the workouts they've been completing on the App, or what they've been doing at the high school if they've been showing up for open weight sessions there.	

groups would switch.				

High School

Agility and Strength

General Description

The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats (front and back), power and hanging cleans, bench press, and incline press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitness assessments throughout the semester. Throughout this class we will be using a split routine program that alternates push and pull exercises or upper lower exercises. Wednesday will be a plyometric/Agility day emphasis along with a focus on core and flexibility. We will also be completing at least on ground-based exercise each day within this split routine. **Students will be expected to follow the class routine**. We will start this unit with lighter weight and a high number of sets and reps and gradually work our way down toward higher weight and lower reps. Throughout this unit there will also be times where we will be doing some circuit training as well as supersets exercises together. What makes this class different from strength training is that students will be split by gender or experience. Group A will be lifting while group B will be completing agility/plyometric/conditioning drills. We will then switch half way through the class and the two groups will switch, so that both groups have the opportunity to be in the weight room and gym.

Agility and Strength Suggested Timeline

Unit	Days
Orienteering, class rules and grading	2-3- Days
Safety and Technique	Ongoing
Programming and Muscle Groups	Ongoing

Unit 1 : Orienteering, class rules and grading

Approximate Length of Time 2-3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: Objectives: 1. Clarify the goals and objectives of the strength and conditioning program. 2. Students will be introduced to the importance of safety and technique in the weight room and how it can promote lifetime fitness. Content Outline: 1.Program Goals 2. Program Objectives Techniques, Spotting Guidelines, and Safety Issues Testing Procedures and Lifting Schedule Teambuildr Grading 3. Requirement 4. Emergency Procedures • Building Evacuation Plan • Accidents and Injuries • Fire • Tornadoes and Severe Weather • First Aid Kit	**PE.HS.5** **PE. HS.6**	Class rules and regulations will be discussed. Students will perform a warmup and cool down successfully. Students will perform correct safety and spotting techniques.	Classroom Ideas • Expose the student to the class expectations and rules associated with strength training Suggested Supplements: • Syllabus • Teaching notes • Students should realize the importance of a safe and disciplined weight room environment	Muscle Strength Cardio Endurance Muscle Endurance

Unit 2: Safety and Technique

Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. The student will demonstrate proper techniques to execute assigned lifts. The student will participate in daily observation while performing advanced strength training exercises and will test (max out) at the end of each training period (9 weeks). 2. The student will show significant strength gains from pre- and posttest in the advanced core lifts: bench press, squat and hang clean. 3. The student will safely and effectively use their program to achieve their fitness goals. 4. TeamBuildr App will be used to adjust and revise the student's personal fitness goals based upon their completion of worksets. Content Outline: 1. Maxing Procedures • Demonstrate proper technique. • Warm-up, then Max. • Record maxes, in Teambuildr Ap.	**PE.HS.5** **PE. HS.6**	Students will analyze their technique on the three core lifts at the beginning and end of each term	Classroom Ideas: Have students pair-up with a lifting partner that will challenge and support them. Keep the lifting environment of the room professional and safe. Students complete work sets weekly to determine lifting progress to keep track of their weekly progress.	Reps Collars Bench Back Squat Front Squat Weight Program Sets Center of Gravity Incline Bench Back Hyperextensions Supplements Curls Leg Press Nutrition Lat Pulldowns Eccentric Bent-over Rows Leg Extension Concentric Equipment Up-right Rows Leg Curl Military Press Deadlift Max Crunches Step-ups Spotter Lunges Hang Clean Power Clean Push Press Hex Bar Pronated Supinated Split Routine Technique Muscle Strength Cardio Endurance Muscle Endurance Flexibility Core Parallel Range of Motion Plyometrics

2. Daily Objectives • Warm-up • Complete daily exercise using a lifting program.				

Unit 3: Programming and Muscle Groups

Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Students will be introduced to the importance of physical education in the areas of body systems and movement concepts. These systems and concepts will be implemented in the weight room. 2. Students will identify the major muscle groups that are engaged during specific exercises and activities. 3. Students will demonstrate competency in using a variety of equipment to	**PE.HS.5** **PE. HS.6**	Students will explain how a healthy balance of the components of physical fitness can help achieve their fitness goals. Students will explain how proper techniques and skills to maximize the efforts of using a strength training program. Students will explain how muscles act as agonist and antagonist and how this can help the body balance.		

develop various components of fitness. 4. Students will understand the				

components of an effective strength and conditioning program.				

Dance

General Description

The course will provide students with skills and knowledge for personal enjoyment of a variety of dances. At the conclusion of this course the students specifically will be able to: A. Perform skills in a variety of dances,which will be of long-term value to the participants.
B. Identify terminology and skills used in dances.
C. Perform basic locomotor movements in a rhythmic manner.
D. Develop neuromuscular coordination, balance, grace, and poise specific to the performance of
specific dances.
E. Define selected terminology common to music and dance.
F. With a group, practice and perform before the class a line dance of the group's choosing.

Dance Suggested Timeline

Unit	Days
1. Intro to Dance/ Wedding Classics / Classics	4 days
2. Line Dances	10 days
3. Country Swing / Country 2-step	10 days
4. Latin Dances	6 days

5. Ballroom Dances	6 days
6. Fitness Dances / Other	6 days
7. Performance	3 days
Total	46 days

Unit 1: INTRO TO DANCE / WEDDING CLASSICS / CLASSICS

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform common wedding dances Content Outline: - Introduction to Dance - Syllabus - Wedding Classics - Other Classics	PE.HS.10.1	*Participa tio n - Skills test	Classroom Ideas: Students will dance individually and with a group Students will perform many different wedding dances	Know basic counting

Unit 2: LINE DANCES

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform a variety of line dances - Students will be able to identify the common moves Content Outline: - A variety of country and other line dances	PE.HS.10.1	- Skills test - Participation	Classroom Ideas: Students will dance and be tested on many different line dances	- Grapevine - Charleston

Unit 3: COUNTRY SWING / COUNTRY 2-STEP / GROUP DANCES

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform at least 3 basic steps of swing dancing - Students will be able to work with a partner - Students will be able to identify differences and similarities of dances - Students will be able to perform the basic Polka steps - Students will be able to work with a group and follow instructions on square dancing Content Outline: - A variety of country swing dancing including the Pretzel, etc. - Country 2-step - Polka - Group Polka - Square Dancing	PE.HS.10.1	- Skills test - Participa tio n	Classroom Ideas: Students will dance individually and with a partner to the different dances. Concordia students will teach the country swing and all the many moves that go along with that. Students will do partner polka as well as a group patty-cake polka Students will work with 7 other students and follow instructions on square dancing	-Do-si-do -Promenade -Allamande left -Home position -Star -Corner partner

Unit 4: LATIN DANCES

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessmen t	Content	Vocabulary

Learning Goals: - Students will be able to perform the basic steps of Salsa - Students will be able to perform the basic steps of the Merengue Content Outline: - Salsa - Merengue - Samba	PE.HS.10.1 PE.HS.12.1	- Skills test - Participa tio n	Classroom Ideas: Students will dance individually and with a partner Students will learn and perform the Salsa, the Merengue, and the Samba. Some zumba dances will be done afterwards to incorporate the dances	-Cha cha

Unit 5: BALLROOM DANCES

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform the basic waltz steps with a partner -Students will be able to perform 4 basic Tango steps with a partner Content Outline: - Waltz - Tango - Jive	PE.HS.10.1 PE.HS.12.1	- Skills Test - Participa tio n	Classroom Ideas: Students will get with a partner and will learn and perform the basic steps of the Waltz, Tango, and Jive Students will also watch videos of examples of	- Box step

			great dancing	

Unit 6: FITNESS DANCES / OTHER

Approximate Length of Time: 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will perform a variety of fitness dances Content Outline: - Zumba - Wii Dance - Jazzercise - Country Heat - Other dance workouts from Body on Demand or DVD	PE.HS.10.1 PE.HS.11.1	- Skills Test - Participa tio n	Classroom Ideas: Mrs. Pinkall will lead Zumba and other dance classes Country heat and other dance workouts will be done from Body on Demand. Wii Dance is found on-line as well as Dance, dance revolution	-Salsa -Merengue -Cumbia -Reggaeton -Cha Cha

Unit 7: PERFORMANCE

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: - Students will perform 2 dances in front of the class - Students will use the proper steps and techniques - Students will apply appropriate behavior and etiquette in performing their dance - Students will add extra choreography to their dances Content Outline: - Group Dances	PE.HS.13.1 PE.HS.13.2 PE.HS.13.3	- Partners will perform 2 dances in front of the class. - Rubric given - Skills test	Classroom Ideas: Students can dress up for the final skills test. Students will perform 2 dances in front of the class for at least 1 minute each. Any of the dances that we learned can be used. They will be graded on flow of movement, skills, steps, etc.	

Female Fitness

General Description

This course will cover topics concerning the overall health of individuals. The course will cover the major components of wellness with a focus on regular physical activity (cardiorespiratory, flexibility, strength and endurance) and nutrition.

The goal of this course is to provide females with a wide variety of physical activities. In doing so, the students will hopefully find some activities that can be enjoyed and continued for a lifetime. The course will also provide a basis of knowledge and skills to make healthy lifestyle choices, which support their whole "well-being," and encourage them to make positive changes in their nutrition and physical activity health behaviors.

Female Fitness Suggested Timeline

Unit	Days
1.Goal Setting / Importance of Fitness/ Nutrition	3 days
2. Cardio	15 days
3. Muscular / Strength / Bootcamp / Circuit Training	10 days
4. Flexibility	5 days
5. Dance	5 days
6. Group Lead Workouts	10 days
Total	48 Days

Unit 1: GOAL SETTING / FITNESS / NUTRITION

Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to write a SMART goal on nutrition - Students will be able to write a SMART goal on Physical Activity - Students will be able to keep a food journal on myfitnesspal for a week. Content Outline: -Syllabus -Rules -Attendance/ Participation -Writing Goals -Importance of Nutrition and nutrition goals	PE.HS.1.1 PE.HS.1.3	-Food Journal -Writing Goals	Classroom Ideas: Sign up for Myfitnesspal to log food and exercise for a week Students will monitor body weight and body fat if they choose to.	-Body fat -BMI -Calculating energy expenditure and calories burned

Unit 2: CARDIO

Approximate Length of Time: 15 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will be able to perform a variety of cardiovascular exercises - Students will demonstrate proficiency in multiple skills in a variety of health-related activities - Students will perform multiple skills in a variety of different aerobic activities - Students will demonstrate the correct technique associated with a variety of different aerobic training activities. Content Outline: -Walking -Jogging -Zumba -Pound -Jazzercise -Cycling (bikes needed) -Body on Demand fitness workouts	PE.HS.1.1 PE.HS.1.3 PE.HS.8.1 PE.HS.8.2 PE.HS.8.3 PE.HS.9.1	*participation	Classroom Ideas: ***Spinning Bikes would be required for the Cycling Unit** *** Other instructors will be needed to lead jazzercise, barre, pilates, and yoga** Mrs. Pinkall will lead Zumba and Pound as well as other cardio workouts. Other professional instructors will come in and lead Jazzercise	- Salsa - Merengue - Cumbia - Reggaeton - Cha cha

Unit 3: MUSCULAR / STRENGTH / CIRCUIT TRAINING / BOOTCAMP

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: - Students will perform proper technique for resistance training or free-weight exercises Content Outline: -Bootcamps -Circuits -Barre -Tabata -Core work -Body on Demand workouts	PE.HS.1.1 PE.HS.5.1 PE.HS.6.1	*participation	Classroom Ideas: Mrs. Pinkall will lead most workouts Other instructors will come in and lead Barre and a variety of Bootcamps Videos/On demand videos will also be used.	-Strength -Cardio -Flexibility

Unit 4: FLEXIBILITY

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Content Outline: -Yoga -Pilates -Piyo	PE.HS.1.1 PE.HS.1.2	*participation	Classroom Ideas: Mrs. Pinkall will lead most workouts Another instructor will come in and lead Yoga	-Sun Salutation -Downward Dog -Namaste

Unit 5: DANCE

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: Content Outline: -Line Dancing -Wedding Classics -Square Dancing -Polka	PE.HS.10.1	*participation	Classroom Ideas: Students will perform a variety of dances for physical activity. Dances may also include Wii-Dance and Dance dance revolution	-Grapevine -Do-si-do -Promenade -Allemande

Unit 5: GROUP WORKOUTS

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Content Outline: -Small group workouts	PE.HS.1.1 PE.HS.1.2 PE.HS.8.1 PE.HS.5.1	Students will be graded on their group workout. Rubric given This will be a participation grade as well as a test grade.	Classroom Ideas: Students will get in groups of 2 or 3 and lead the entire class in a workout for 30 minutes Students will need a warm up, a 20 minute workout of their choosing, and a cool down. Each day will be a different group that leads	

HS PE I

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult.

HS PE I Suggested Timeline

Unit	Days
1) Volleyball	10
2) Softball	6
3) Basketball	8
4) Badminton	6
5) Soccer	8
6) Ultimate games	8
7) Tennis/Pickleball	5

Unit 1: Volleyball

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules and skills of the game. 2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig 3) Students will develop the basic understanding of the strategies of the game. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Rules of the game: Basic rules and scoring. Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting,	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules, formations and strategies of the game. Discuss scoring, and a brief history of the scoring change. Student's show understanding of the rules and signals when officiating. Student's display sportsmanship during play. Student's will understand basic preseason tournament and post season tournament play.	Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.

passing, digging,				

blocking and spiking.				

Unit 2: Softball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules if the game. 2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies. Students will understand basic tournament play and have an understanding of positions and batting order. Students will also know all of the defending positions. Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a class.	Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt

	in a variety of physical activity			

	settings.			

Unit 3: Basketball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate passing, shooting, dribbling and defending. 3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 5) Lead up games will involve 3 on	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules of a regular game, sideline basketball and king/queen court games. Students will show an understanding of the rules when playing the game. Discuss scoring and strategies that have changed the game. Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students	Traveling, double dribble, screen, violation, foul, lane baseline, 3- point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.

the line, around the world, shooting and dribbling contest in small groups.	personal and social behavior in a variety of physical activity settings.		ability.	

Unit 4: Badminton

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules and strategies of the game. 2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve. 3) Students will develop a basic understanding of basic single and double team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Content Outline: Rules: 1. Basic rules 2. Scoring B. Basic Skills 1. Demonstrate and have students practice.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Essential Questions: • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies Classroom Ideas: • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games.	Net, Shuttle Cock,Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side by-Side, Rally, Volley

Unit 5: Soccer

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	What are the basic formations, positions, rules and strategies of the game. Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or without the ball.	Throw-in, Newcomb Toss, SideKick, Shoelace Kick,Goalie, Offside, Offense, Defense

goalie skills in sideline and end line soccer	behavior in a variety of physical activity settings.			

Unit 6: Ultimate Games

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Students will understand the basic rules of the games during game day. 2. Students will develop a basic understanding of the team play. 3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 4. Develop an understanding of the game rules. Games: 1. Four Square 2. Volleyball 3. Capture the Ball 4. Down but never out dodge ball 5. Newcomb Ball/Winterball 6. Two Ball Kickball/Bucha nan Ball 7. Arena Ball	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Students will be observed during game activities. Each student will do an evaluation rubric at the beginning and end of each term.	What are the basic rules and strategies of the game? What skills or strategies are needed to be successful? Classroom Ideas: • Students display sportsmanship during the course of play	

8. Bowling dodgeball.				

HS PE II

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult

HS PE II Suggested Timeline

Unit	Days
1) Volleyball	10
2) Softball	6
3) Basketball	8
4) Badminton	6
5) Soccer	8
6) Ultimate games	8
7) Tennis/Pickleball	5

Unit 1: Volleyball

Approximate Length of Time: 10 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1)Students will understand the basic rules and skills of the game. 2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig. 3) Students will develop the basic understanding of the strategies of the game. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Rules of the game: Basic rules and scoring. Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting, passing, digging, blocking and spiking. 5) Students will begin units with a big volleyball that is a slower flight moving ball.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules, formations and strategies of the game. Discuss scoring, and a brief history of the scoring change. Student's show understanding of the rules and signals when officiating. Student's display sportsmanship during play. Student's will understand basic pre season tournament and post season tournament play.	Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.

	settings.			

Unit 2: Softball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies. Students will understand basic tournament play and have an understanding of positions and batting order. Students will also know all of the defending positions. Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a	Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt

	personal and social behavior in a variety of		class.	
	physical activity settings.			

Unit 3: Basketball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate passing, shooting, dribbling and defending. 3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 5) Lead up games will involve 3 on the line, around the world, shooting and dribbling contest in	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules of a regular game, sideline basketball and king/queen court games. Students will show an understanding of the rules when playing the game. Discuss scoring and strategies that have changed the game. Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability	Traveling, double dribble, screen, violation, foul, lane baseline, 3- point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.

small groups.				

Unit 4: Badminton

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules and strategies of the game. 2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve. 3) Students will develop a basic understanding of basic single and double team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Content Outline:	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: Essential Questions: • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games	Net, Shuttle Cock,Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side by-Side, Rally, Volley

Rules 1. Basic rules 2. Scoring B. Basic Skills Demonstrate and have students practice.	personal and social behavior in a variety of physical activity settings.			

Unit 5: Soccer

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and goalie skills in sideline and end line soccer.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Pre and post test for the skills will given. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic formations, positions, rules and strategies of the game.Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or with out the ball.	Throw-in, Newcomb Toss, SideKick, Shoelace Kick,Goalie, Offside, Offense, Defense

Unit 6: Ultimate games

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Students will understand the basic rules of the games during game day. 2. Students will develop a basic understanding of team play. 3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 1. Develop an understanding of the game rules.Games 1. Four Square Volleyball 2. Capture the Ball 3. Down but never out dodge ball 4. 5. Newcomb Ball/Winterball 6. Two Ball Kickball/Buchanan Ball 7. Arena Ball 8. Bowling dodgeball.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a	Students will be observed during the game activities. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful? Classroom Ideas: • Students display sportsmanship during the course of play	Spatial awareness.

	variety of physical activity settings.			

Unit 7: Tennis/Pickleball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Students will understand the basic modified rules of tennis/pickle ball. 2.Students will demonstrate the appropriate technique for the serve, forehand, backhand and crosscourt shot. 3. Students will understand the basic singles and doubles strategies. 4. Students will develop the appropriate sportsmanship, cooperation and cooperation for others. Rules 1.Basic rules 2. Scoring Basic Skills Demonstrate and have students practice.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Students will be observed during the game activities. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful? Classroom Ideas: • Students display sportsmanship during the course of play	Spatial awareness.

Lifetime Fitness

General Description

The high school experience represents the culmination of physical education instruction for students in kindergarten through grade twelve. Throughout their school years, students have experienced a planned sequence of formal physical education instructional experiences. From kindergarten through fourth grade, the content is delivered incrementally to best enable student learning at the appropriate developmental level. In fifth through eighth grade, the content is consolidated and students' skills are refined, representing a natural progression of skill sophistication. When students reach ninth grade, they are ready to integrate all that they know with all that they can do. They become capable of higher-order thinking and of more skilled performance. The high school courses provide a blueprint for delivering content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood.

High school physical education is a culmination of skills learned in prior years and as a transition of these skills to remaining active as an adult.

Lifetime Fitness Suggested Timeline

Unit	Days
1) Volleyball	8
2) Ultimate games	6
3) Basketball	6
4) Badminton	4
5) Soccer	5
6) Softball	6
7) Ultimate Frisbee/Frisbee Golf	5
8) Board Games/Checkers and Connect Four	3
9) Golf	6
10) Bowling	5
11) Tennis/Pickleball	5

Unit 1: Volleyball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary
1) Students will understand the basic rules and skills of the game. 2) Students will demonstrate all the basic skills of the bump, set, spike, block and dig 3) Students will develop the basic understanding of the strategies of the game. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Rules of the game: Basic rules and scoring. Basic skills: Students will demonstrate through practice and game activities of serving, bumping, setting, passing, digging,	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom Ideas:What are the basic rules, formations and strategies of the game. Discuss scoring, and a brief history of the scoring change. Student's show understanding of the rules and signals when officiating. Student's display sportsmanship during play. Student' will understand basic pre season tournament and post season tournament pla	Bump, set, dig, spike, volley, carry, underhand serve, overhand serve, rally scoring, game and match.

blocking and spiking.	settings			

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 2: Ultimate games

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Students will understand the basic rules of the games during game day. 2. Students will develop a basic understanding of the team play. 3. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 1. Develop an understanding of the game rules. Games 1. Four Square Volleyball 2. Capture the Ball 3. Down but never out dodge ball 4.Newcomb Ball/Winterball 5. Two Ball Kickball/Bucha nan Ball 6. Arena Ball 7. Bowling dodgeball.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Students will be observed during game activities.	Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful. Students display sportsmanship during the activity.	Spatial awareness.

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 3: Basketball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate passing, shooting, dribbling and defending. 3) Students will understand the basic skills and strategies for king/queen of the court and sideline basketball. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. 5) Lead up games will involve 3 on the line, around the world, shooting and dribbling contest in small groups.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the beginning of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom Ideas:What are the basic rules of a regular game, sideline basketball and king/queen court games. Students will show an understanding of the rules when playing the game. Discuss scoring and strategies that have changed the game. Students display sportsmanship during team play, sideline basketball, 3v3 tournaments. 5v5 tournament, game modifications to students ability.	Traveling, double dribble, screen, violation, foul, lane, baseline, 3-point line, free throw, field goal, block, charge, full court, half court, press, over and back, side line.

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 4: Badminton

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules and strategies of the game. 2) Students will demonstrate the appropriate techniques for smash, drop, clear, and serve. 3) Students will develop a basic understanding of basic single and double team strategies. 4. Students will develop the appropriate sportsmanship, cooperation and respect for other participants.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom Ideas:Essential Questions: • What are the basic formations, rules and strategies of the game. • Attacking strategies • Defensive strategies Classroom Ideas: • Students display sportsmanship during team and individual play. • Students will understand basic tournament play • Students will display proper strategy for singles and doubles games.	Net, Shuttle Cock,Drop Shot, Clear Drive, Smash, Flick, Balk, Hand In, Combination Up-Back Side by-Side, Rally, Volley

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 5: Soccer

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for dribbling, passing, shooting, defending, receiving. 3) Students will develop a basic understanding of the positions and team strategies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Students will demonstrate the proper throw in skills, receiving skills and goalie skills in sideline and end line soccer	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom Ideas: What are the basic formations, positions, rules and strategies of the game.Students display sportsmanship during team play. Students will understand basic tournament play. Students display an understanding of positioning when defending with or with out the ball.	Throw-in, Newcomb Toss, SideKick, Shoelace Kick,Goalie, Offside, Offense, Defense

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 6: Softball

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1) Students will understand the basic rules if the game. 2) Students will demonstrate the appropriate techniques for hitting, throwing and fielding.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the	Classroom Ideas: What are the basic positions, rules, and strategies of the game. Offensive strategies and defensive strategies. Students will understand	Single, double, triple, home run, error, base path, infield, outfield, pitcher, catcher, short stop, second base, first base, third base, foul ball, right fielder, left

3) Students will develop a basic understanding of the positions and team startegies. 4) Students will develop the appropriate sportsmanship, cooperation and respect for other participants.	PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies elated to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	basic tournament play and have an understanding of positions and batting order. Students will also know all of the defending positions. Classes will be introduced to one base and two base game strategies. This will be determined by the number of students in a class.	fielder, center fielder, home team, visiting team, rover, chopped ball, sacrifice, bunt.

	PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and			
	strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 7: Ultimate Frisbee/Frisbee golf

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1)Students will understand the basic rules of the game. 2) Students will demonstrate the appropriate techniques for throwing and catching the frisbee. 3) Students will understand the basic rules of the game. 4) Students will undertand the basic strategies of the game.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies elated to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom ideas: Students will demonstrate the basic fundamentals of throwing and catching of the frisbees in lead up activities. Examples would be throwing and catching relays while on the move and being stationary. Throwing at individual targets from diffferent yardages.	Backhand throw, overhand throw, reverse back flip overhand throw, boundry, clear, offense, defense. Frisbee golf terms: Par, birdie, bogey, double bogey, eagle, ace, fore.

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 8: Board Games/Checkers and Connect Four

Approximate Length of Time: 3 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1)Students will understand the basic rules of each game. Students will learn to play as an individual and with a teammate. 2)Students will understand the basic strategies of each game. 3)Students will demonstrate the proper sportsmanship for each game.	PE.8.4.4 Follows rules and demonstrates proper etiquette.	Students will be observed during the activity.	Classroom ideas:Students will work together to develop strategies. Students will develop plans that can be accomplished within a small time period.	Automatic jumps, straight, vertical and horizontal connections. King, double jump, triple jump.

Unit 9: Golf

Approximate Length of Time: 6 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1)Students will understand the basic rules of the game of golf. 2)Students will demonstrate the proper techniques of the swing. 3)Students will understand the proper safety. 4)Students will understand the proper terms used in golf.	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies elated to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom ideas:What are the basic grips used when holding the club. Students will know the rules, strategies, and proper terms for the different clubs they use. Students will demonstrate the proper safety and sportsmanship. Students will demonstarte the proper care of a golf course.	Hook, slice, par, birdie, bogey, eagle, double bogey, ace, penalty area, sand traps, greens, fairways, rough, tee boxes, driver, irons, wedges.

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness			

Unit 10: Bowling

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary

Students will understand the basic rules and history of the game. Students will demonstrate the appropriate techniques for stance, form, approach and delivery. Students will develop a basic understanding of the basic rules and etiquette. Students will develop the appropriate sportsmanship, cooperation and respect for other participants. Content Outline:	PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies elated to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings	Pre and post test will be given to help evaluate students. Students will be asked to fill out an evaluation rubric at the begining of the term and at the end of the term. Students will be observed to make sure they are properly performing the skills.	Classroom idea:What are the basic rules and strategies of the game. Proper Delivery Techniques. Proper aiming strategy. Students display sportsmanship during the course of play. Students will understand basic scoring. Written test will be administered to check for understanding. Rules and history of the game handouts. Students will use technology to find history, rules and summarize the document in essay form.	Hook, turkey, lane, foul line, straight ball, spare, frame, split, back-up, strike, gutter, pocket.

	PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.			

Unit 11: Tennis/Pickleball

Approximate Length of Time: 8 days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Students will understand the basic modified rules of tennis/pickle ball. 2.Students will demonstrate the appropriate technique for the serve, forehand, backhand and crosscourt shot. 3. Students will understand the basic singles and doubles strategies. 4. Students will develop the appropriate sportsmanship, cooperation and cooperation for others. Rules 1.Basic rules 2. Scoring Basic Skills Demonstrate and have students practice.	PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness. PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	Students will be observed during the game activities. Each student will do an evaluation rubric at the beginning and end of each term.	Classroom Ideas: What are the basic rules and strategies of the game? What skills or strategies are needed to be successful? Classroom Ideas: • Students display sportsmanship during the course of play	Spatial awareness.

Strength Training

General Description:
The emphasis in this course is on muscular strength, endurance, flexibility, and safety. The core lifts in this course include parallel squats (front and back), power and hanging cleans, bench press, and incline press. Weight room safety, warm-up/cool down procedures, lifting technique and safety for all lifts, major muscle identification, and individual goal setting are all important components in this course. In addition, students will monitor and improve their fitness levels by participating in the Fitness assessments throughout the semester. **Students will be expected to follow the class routine**. We will start this unit with lighter weight and a high number of sets and reps and gradually work our way down toward higher weight and lower reps. Throughout this unit there will also be times where we will be doing some circuit training as well as supersets exercises together.

Strength Training Suggested Timeline

Unit	Days
Orienteering, class rules and grading	2-3- Days
Safety and Technique	Ongoing
Programming and Muscle Groups	Ongoing

Unit 1: Orientation and Class Rules
Approximate Length of Time: 3-4 Class Periods

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: Objectives: 1. Clarify the goals and objectives of the strength and a conditioning program. 2. Students will be introduced to the importance of safety and technique in the weight room and how it can promote lifetime fitness. Content Outline: 1.Program Goals 2. Program Objectives Techniques, Spotting Guidelines, and Safety Issues Testing Procedures and Lifting Schedule TeamBuildr Grading 3. Emergency Procedures • Building Evacuation Plan • Accidents and Injuries • Fire • Tornadoes and Severe	**PE.HS.5** **PE. HS.6**	Students will perform a warmup and cool down successfully. Students will perform correct safety and spotting techniques.	Classroom Ideas: • Expose the student to the class expectations and rules associated with strength training Suggested Supplements: • Syllabus • Teaching Notes: • Students should realize the importance of a safe and disciplined weight room environment. :	Muscle Strength Cardio Endurance Muscle Endurance

Weather • First Aid Kit				

Unit 2: Safety and Technique

Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: The student will demonstrate proper techniques to execute assigned lifts. The student will participate in daily observation while performing strength training exercises and will test (max out) at the end of each training period (9weeks). The student will show significant strength gains from pre- and post test in the advanced core lifts: bench press, squat and hang clean. 2. The student will safely and	**PE.HS.5** **PE. HS.6**	Students will analyze their technique on the three core lifts at the beginning and end of each term by videotaping their lifting technique and then completing a scale on those exercises.	Classroom Ideas: Have students pair-up with a lifting partner that will challenge and support them. Keep the lifting environment of the room professional and safe. Students complete work sets weekly to determine lifting progress to keep track of their weekly progress. Students complete lifting scales on bench, squat and hang clean.	Reps Collars Bench Back Squat Front Squat Weight Program Sets Center of Gravity Incline Bench Back Hyperextensi on s Supplements Curls Leg Press Nutrition Lat Pulldowns Eccentric Bent over Rows Leg Extension Concentric Equipment Upright Rows Leg Curl Military Press Deadlift Max Crunches Step ups Spotter Lunges Hang Clean

effectively use their program to achieve their fitness goals.			Students use Ap Hudl technique to self analyze progress made in lifting	Power Clean Push Press

3 TeamBuildr Ap will be used to adjust and revise the student's personal fitness Goals based upon their completion of worksets. Content Outline: 1. Maxing Procedures • Demonstrate proper technique. • Warm-up, then Max. • Record maxes, in Platform Ap. 2. Daily Objectives • Warm-up • Complete daily exercise using lifting program.			techniques.	Hex Bar Pronated Supinated Split Routine Technique Muscle Strength Cardio Endurance Muscle Endurance Flexibility Core Parallel Range of Motion Plyometrics

Unit 3: Programming and muscle groups
Approximate Length of Time: Ongoing

Learning Goals	Standards	Assessment	Content	Vocabulary
Students will be introduced to the importance of physical education in the areas of body systems and movement concepts.	**PE.HS.5**	Assessment Students will explain how a healthy balance of the components of physical fitness can help achieve their fitness goals. Students will explain how proper techniques and skills to maximize the efforts of using a strength training program. Students will explain how muscles act as agonist and antagonist and how this can help the body balance.		
These systems and concepts will be implemented in the weight room. 2. Students will identify the major muscle groups that are engaged during specific exercises and activities. 3. Students will demonstrate competency in using a variety of equipment to develop various components of fitness. 4. Students will understand	**PE. HS.6**			

the components of an effective strength and conditioning program.				

Health Education Curriculum

School District of Seward

Implemented in Fall of 2019

410 South St.• Seward, NE • 68434

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Health Curriculum Review Process:

As part of the 7-year curriculum cycle, the health education team reviewed state and national standards related to health education. The team aligned learning goals, learning activities, vocabulary, and assessment to the Nebraska standards. The results of this collaboration culminated in a curriculum guide to focus our work for the next 7 years. The team also selected materials that would best help with the implementation of this curriculum. In the Elementary McGraw-Hill's Health and Wellness was selected. The Middle School is using resources from McGraw-Hill Teen Health and the High School will use Glencoe Health.

Health Beliefs:

1. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
2. It is our belief that students will comprehend concepts related to health promotion and disease prevention to enhance health.
3. We believe students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks and advocate for personal, family, and community health.
4. We believe students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
5. We believe students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
6. We believe students will understand and utilize concepts related to social, mental, emotional, spiritual, and physical health.

Philosophy Statement:

The goal of the health education program is to motivate young individuals to maintain and improve their mental, emotional, social health, prevent disease, and avoid or reduce health-related risk behaviors. It is the role of the health educator to empower young people with the knowledge and skills they need to be healthy for a lifetime and to utilize these health-enhancing skills as a means for achieving life's goals.

Health Curriculum Team Members:

Lance Todd
Lori Todd
Jamie Opfer
TJ Towle
Celeste Brandenburgh

Grade K Health

General Description

As beginning elementary students, much educational content is introductory and exploratory. Multiple health areas will be explored to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

K Suggested Timeline

Unit	Days
Safety	3
"We Thinkers" social skills (10 books/lessons)	17
Conflict resolution (AEIOU)	5
Bullying	5
Healthy choices	5
Friendship	4
Careers	3

Unit 1: SAFETY

Approximate Length of Time: 3 lessons (6 CLASSES)

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Introduce 4 modes of transportation: Bus, automobile, bike, walking and the dangers within each. 2. Review summer safety settings and the dangers within each (water, gun, home alone, disaster) 3. Explore some internet safety dangers Content Outline: 1. Getting to School and Home Safely a. Walking b. Ride a bike c. Ride a bus d. Ride in a car/automobile 2. Summer Safety a. Water b. Home alone c. Disaster d. Gun	2,5,7 2,5,7	Safety test, group discussion	Classroom Ideas: ● "The ABC's of Safety" Youtube video ● School library safety books ● safety videos folder (YouTube channel) ● "Health and Wellness" textbook, Chapter 6 ("Staying Safe") ● Jeopardy Smartboard game ●NetSmartzKids .org videos and program ● Safety coloring pages ● Street safety signs scavenger hunt	Stranger danger, 911, emergency exits, disaster, crossing arms/gate, crosswalk, street safety signs

UNIT 2: "We Thinkers:Social Skills" curriculum
Approximate Length of Time: 17 days (34 CLASSES)

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will learn and practice 10 or more social skills with active listening (see below) Content Outline: ● SWBAT work in groups and focus on the end goal. ● SWBAT establish eye contact. ● SWBAT place his/her body in the best location for active listening. ● SWBAT identify an 8-part body checklist for active listening. ● SWBAT identify expected behaviors when meeting someone for the first time, following directions, and playing with others. ● SWBAT draw conclusions and make predictions. ● SWBAT identify how arguing and/or being selfish causes problems. ● SWBAT match correct reactions to small, medium, and large problems. ● SWBAT play in a group without getting distracted or disrupting the group	2,4,5,7 2,4,5,7	Active listening challenges, demonstrations , group discussion, review worksheet	Classroom Ideas: Split curriculum in half. Do the first 5 books the first quarter/semester then review and do the last 5 books the third quarter/semester.	Thought bubble, talking bubble BRAIN-thinking: HEART-feeling, cooperation, distractions, eye contact, personal space, expected/unexpected behaviors, flexible/stuck thinking, size of the problem, group play, prediction

Unit 3: "Friendships"

Approximate Length of Time: 5 days/10 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship	2,4,8	Write a friendship story	Classroom Ideas: Play "Friendship Bingo", "Big Al" friendship story and worksheets as well as other bibliotherapy books from school library	Friend, classmate, stranger respect

Unit 4: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 5 days/CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: SWBAT utilize at least 3 steps of a 5-step conflict resolution process to fix standard fighting (not stop bullying). Content Outline: 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite	2,4,8	Skits, group discussion, quiz page, Pear Deck program	Classroom Ideas: ● Pear Deck program ● Choice cards scenarios	"I" message=I feel_____, I would like _____ __ __, calm, conflict

Unit 5: BULLYING

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help. Content Outline: 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Assert Yourself, Say Good Things to Yourself)	2,4,5,7,8	Real life situation sharing, role play	Classroom Ideas: Do lots of role plays/skits, "Bully-proofing Your School" curriculum, 2nd Ed., Department of Education DVD and program "Stop Bullying Now", bully-proof raincoat worksheet, 4 part bully-stopping shield worksheet	Bully, victim, bystander

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 5 days/10 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: SWBAT identify drugs, medicines, poisons, and some effects of alcohol on the body SWBAT identify frequency and importance of bathing, changing clothes, brushing teeth, and eating healthy Content Outline: ● "Here's Looking At You" curriculum (black box) ● Hygiene discussion	1,2,5,7,8	Drug/alcohol pre- and post-test	Classroom Ideas: Utilize the puppet in the "Here's Looking At You" kit, "Health & Wellness" textbook, Chapters 4 and 5 reading, questions, and worksheets, https://kidshealth.org/en/kids/center/htbw-main-page.html website	Poisons, medicines, good drugs, bad drugs,

Unit 7: CAREERS

Approximate Length of Time: 3 days-6 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will be introduced to as many career choices as possible to explore multiple opportunities.	1,2,5		Classroom Ideas: YouTube STEAM career videos, Career Critters mini-books, AV2 library books with computer links, career choices ice cream cones, https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/ (has full lesson plans available!)	Job, career, college, training

Grade 1 Health

General Description
As primary elementary students, much educational content is introductory and exploratory. Multiple health areas will be explored to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

1st Suggested Timeline

Unit	Days
Safety	3
“We Thinkers” social skills (10 books/lessons)	17
Conflict resolution (AEIOU)	5
Bullying	5
Healthy choices	5
Friendship	4
Careers	3

Unit 1: SAFETY

Approximate Length of Time: 3 lessons/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Review 4 modes of transportation: Bus, automobile, bike, walking and the dangers within each. 2. Review summer safety settings and the dangers within each (water, gun, home alone, disaster) 3. Review and explore some internet safety dangers Content Outline: 1. Getting to School and Home Safely a. Walking b. Ride a bike c. Ride a bus d. Ride in a car/automobile 2. Summer Safety a. Water b. Home alone c. Disaster d. Gun	2,5,7 2,5,7	Safety test, group discussion, Jeopardy game, ABC's of Safety note page	Classroom Ideas: ● "The ABC's of Safety" Youtube video ● School library safety books ● safety videos folder (YouTube channel) ● "Health and Wellness" textbook, Chapter 6 reading and worksheets, ● Jeopardy Smartboard game ● NetSmartzKids.org videos and program ● Safety coloring pages	Stranger danger, 911, emergency exits, disaster, crossing arms/gate,

UNIT 2: "We Thinkers:Social Skills" curriculum
Approximate Length of Time: 17 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will learn and practice 10 or more social skills with active listening (*see below*) Content Outline: ● SWBAT work in groups and focus on the end goal. ● SWBAT establish eye contact. ● SWBAT place his/her body in the best location for active listening. ● SWBAT identify an 8-part body checklist for active listening. ● SWBAT identify expected behaviors when meeting someone for the first time, following directions, and playing with others. ● SWBAT draw conclusions and make predictions. ● SWBAT identify how arguing and/or being selfish causes problems. ● SWBAT match correct reactions to small, medium, and large problems. ● SWBAT play in a group without getting distracted or disrupting the group	2,4,5,7 2,4,5,7	Active listening challenges, demonstrations, group discussion, review worksheet	Classroom Ideas: Split curriculum in half. Do the first 5 books the first quarter, then review and do the last 5 books the third quarter.	Thought bubble, talking bubble BRAIN-thinking: HEART-feeling, cooperation, distractions, eye contact, personal space, expected/unexpected behaviors, flexible/stuck thinking, size of the problem, group play, prediction

Unit 3: "Friendships"

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship	2,4,8	Write a friendship story, skits, text questions and worksheets	Classroom Ideas: Play "Friendship Bingo", "Big Al" friendship story and worksheets as well as other bibliotherapy books from school library,"Health & Wellness" textbook, Chapter 2, pages 34-43 and worksheets, Friendship Flower	Friend, acquaintance, classmate, stranger, respect, conflict

Unit 4: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: SWBAT utilize at least 3 steps of a 5-step conflict resolution process to fix standard fighting (not stop bullying). Content Outline: 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite	2,4,8	Skits, group discussion, quiz page, Pear Deck computer program	Classroom Ideas: ● PowerPoint training slideshow ● Choice cards-scenarios ● "Health & Wellness" textbook, Chapter 2, review pages 38-42 of conflict	"I" message=I feel_____, I would like _____, calm, Open talk, fighting, conflict

Unit 5: BULLYING

Approximate Length of Time: 5 days

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help. Content Outline: 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Assert Yourself, Say Good Things to Yourself)	2,4,5,7,8	Real life situation sharing, role play, PearDeck Flashcard Factory Google Drive file	Classroom Ideas: Do lots of role plays/skits, "Bully-proofing Your School" curriculum, 2nd Ed., Department of Education DVD and program "Stop Bullying Now", "Health & Wellness" textbook, Chapter 1 reading, questions, and worksheets, bully-proof raincoat worksheet, 4 part bully-stopping shield worksheet	Bully, victim, bystander, power, aggression, imbalance

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 5 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify drugs, medicines, poisons, and some effects of alcohol on the body SWBAT identify frequency and importance of bathing, changing clothes, brushing teeth, and eating healthy Content Outline: ● "Here's Looking At You" Curriculum (black box) ● Hygiene discussion	1,2,5,7,8	Drug and alcohol pre and post-test	Classroom Ideas: Utilize the puppet in the "Here's Looking At You" kit, "Health & Wellness" textbook, Chapter 5 reading, questions, and worksheets, https://kidshealth.org/en/kids/center/htbw-main-page.html	Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, nicotine

Unit 7: CAREERS

Approximate Length of Time: 3 days-6 CLASSES

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will be introduced to as many career choices as possible to explore multiple opportunities. Content Outline: Explore as many careers as possible and ask the students to pick 5 they would like to try	1,2,5		Classroom Ideas: YouTube STEAM career videos, Career Critters mini-books, AV2 library books with computer links, career choices ice cream cones, https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/ (has full lesson plans!)	Job, career, college, training

Grade 2 Health

General Description

As advancing elementary students, much educational content is expanded upon in advancing detail to deepen content knowledge and prepare students for possible future life situations. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

2nd Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 1: SAFETY

Approximate Length of Time: 7 lessons/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Review 4 modes of transportation: Bus, automobile, bike, walking and the dangers within each. 2. Review summer safety settings and the dangers within each (water, gun, home alone, disaster) 3. Review and explore some internet safety dangers 4. Review tactics that kidnapers use to entice kids into danger Content Outline: 1. Getting to School and Home Safely a. Walking b. Ride a bike c. Ride a bus d. Ride in a car/automobile 2. Summer Safety a. Water b. Home alone c. Disaster d. Gun e. Internet	2,5,7 2,5,7	Safety test, group discussion, Jeopardy game, ABC's of Safety note page	Classroom Ideas: ● "The ABC's of Safety" Youtube video ● School library safety books ● safety videos folder (YouTube channel) ● "Health and Wellness" textbook, Chapter 6 reading and worksheets, ● Jeopardy Smartboard game ● NetSmartzKids.org videos and program	Stranger danger, 911, emergency exits, disaster, crossing arms/gate, kidnap, phishing,caution

Unit 2: "Friendships"

Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship Content Outline: ● Interest inventory ● Friendship qualities inventory	2,4,8	Write a friendship story, skits, text questions and worksheets	Classroom Ideas: Play "Friendship Bingo", bibliotherapy books from school Library, "Health & Wellness" textbook, Chapter 2 and worksheets, Friendship Flower, "Making Friends" video and flash cards, "Friendly Behaviors" checklist	Friend, acquaintance, classmate, stranger, respect, conflict

Unit 3: CONFLICT RESOLUTION/AEIOU
Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: SWBAT utilize a 5-step conflict resolution process to fix standard fighting (not stop bullying). Content Outline: 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite	2,4,8	Skits, group discussion, quiz page	Classroom Ideas: ● Pear Deck program ● Choice cards scenarios ● "Health & Wellness" textbook, Chapters 1 and 2,	"I" message=I feel_____ , I would like _____ __, calm, Open talk, fighting, conflict

Unit 5: BULLYING
Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help. Content Outline: 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act	2,4,5,7,8	Real life situation sharing, role play, bullying true/false pre-test , Pear Deck Flashcard Factory	Classroom Ideas: Do lots of role plays/skits, "Bully-proofing Your School" curriculum, 2nd Ed., Department of Education DVD and program "Stop Bullying Now", "Health & Wellness" textbook, Chapter 1 reading, questions, and worksheets, "Who Knew? The Bully-Free Issue" booklet, "Pushing Your Buttons" evaluation sheet, Pear Deck Flashcard Factory pair share	Bully, victim, bystander, power, aggression, imbalance, control, bullying

Unit 6: HEALTHY CHOICES
Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify drugs, medicines, poisons, and effects of more than one drug on the body (especially alcohol) SWBAT identify 2 or more body systems and some organs within each SWBAT identify personal hygiene topics and the frequency of each Content Outline: ● "Here's Looking At You" curriculum (grey box) ● Hygiene discussion	1,2,5,7,8	Text questions and worksheets, drug/alcohol pre-and post-tests, digestive/respiratory body systems worksheet	Classroom Ideas: "Drugosaurs" curriculum, "Health & Wellness" textbook, Chapters 5,7, and 8 reading, questions, and worksheets, "Here's Looking At You" Curriculum, https://kidshealth.org/en/kids/center/htbw-main-page.html	Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose

Unit 7: CAREERS
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Students will be introduced to as many career choices as possible to explore multiple opportunities. Content Outline: ● Explore as many careers as possible and ask the students to pick 5 they would like to try ● Have students complete simple interest inventory and compare it to career opportunities	1,2,5	5 career choices poster or slide show, career rubric	Classroom Ideas: YouTube STEAM career videos, "Health & Wellness" textbook, Chapter 9 reading, questions, and worksheets, AV2 library books with computer links, https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/ (has full lesson plans!)	Job, career, college, university, community college, vocational/technical school, training

Grade 3 Health

General Description
As advanced elementary students, a large amount of educational content is expanded upon in greater detail to deepen content knowledge and prepare students for possible future life situations. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

3rd Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 1: SAFETY

Approximate Length of Time: 7 lessons/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Review 4 modes of transportation: Bus, automobile, bike, walking and the dangers within each. 2. Review summer safety settings and the dangers within each (water, gun, home alone, disaster) 3. Review and explore many internet safety dangers 4. Review tactics that kidnapers use to entice kids into danger 5. Students will be introduced to basic first aid and life-saving procedures/rules. Content Outline: 1. Getting to School and Home Safely a. Walking b. Ride a bike c. Ride a bus d. Ride in a car/automobile 2. Summer Safety a. Water b. Home alone c. Disaster d. Gun e. Internet	2,5,7 2,5,7	Safety test, group discussion, Jeopardy game, Google Interland challenge, safety video evaluation	Classroom Ideas: ● School library safety books ● safety videos folder (YouTube channel) ● "Health and Wellness" textbook, Unit C (Chapters 5 and 6)Personal Health and Safety reading and worksheets, ● Jeopardy Smartboard game ● NetSmartzKids.org videos and program ● Google Interland lessons and website assessments	Stranger danger, 911, emergency exits, disaster, crossing arms/gate, kidnap, phishing,caution

Unit 2: "Friendships"
Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship Content Outline: ● Interest inventory ● Friendship qualities inventory	2,4,8	Friendship poster, skits, text questions and worksheets	Classroom Ideas: Play "Friendship Bingo", bibliotherapy books from school library,"Health & Wellness" textbook, Chapter 2, Lessons 1 and 4 reading, questions, and worksheets, "Making Friends" video and flash cards, "Friendly Behaviors" checklist	Friend, acquaintance, classmate, stranger, respect, conflict

Unit 3: CONFLICT RESOLUTION/AEIOU
Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT utilize and teach others some of a 5-step conflict resolution process to fix standard fighting (not stop bullying). Content Outline: 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite	2,4,8	Skits, group discussion, quiz page, Pear Deck Flashcard Factory	Classroom Ideas: ● PowerPoint training slideshow ● Choice cards/scenarios ● "Health & Wellness" textbook, Chapter 1, Lesson 5 and Chapter 2, Lesson 2 ● Pear Deck Flashcard Factory pair share	"I" message=I feel_____, I would like _____, calm, Open talk, fighting, conflict

Unit 5: BULLYING

Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help. SWBAT recognize the complexity of bullying and that usually multiple strategies will need to be used to stop bullying. Content Outline: 1. Define bullying 2. Present and practice HA, HA, SO strategies, (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act	2,4,5,7,8	Real life situation sharing, role play, bullying true/false pre-test, Pear Deck Flashcard Factory	Classroom Ideas: Do lots of role plays/skits, "Bully-proofing Your School" curriculum, 2nd Ed., Department of Education DVD and program "Stop Bullying Now", "Health & Wellness" textbook, Chapter 1 reading, questions, and worksheets, "Who Knew? The Bully-Free Issue" booklet, "Pushing Your Buttons" evaluation sheet, Pear Deck Flashcard Factory pair share	Bully, victim, bystander, power, aggression, imbalance, control, bullying

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify drugs, medicines, poisons, and both general and specific effects of drugs on the body SWBAT identify 5 or more body systems and multiple organs within each SWBAT identify personal hygiene topics and the frequency of each Content Outline: • 9 body systems notes • Hygiene discussion	1,2,5,7,8	Text questions and worksheets, drug/alcohol pre-and post-tests, 9 body systems worksheet	Classroom Ideas: "Drugosaurs" curriculum, "Health & Wellness" textbook, Chapters 5,7, and 8 reading, questions, and worksheets	Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose

Unit 7: CAREERS
Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Students will be introduced to as many career choices as possible to explore multiple opportunities. Content Outline: ● Explore as many careers as possible and ask the students to pick 5 they would like to try ● Have students evaluate interest inventory and compare/match it to career opportunities	1,2,5	5 career choices poster or slide show, career rubric	Classroom Ideas: YouTube STEAM career videos, "Health & Wellness" textbook, Chapter 9 reading, questions, and worksheets https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/ (has full lesson plans!)	Job, career, college, university, community college, vocational/technical school, training,scholar ships, grants, loans

Grade 4 Health

General Description

As advanced elementary students, a large amount of educational content is expanded upon in greater detail to deepen content knowledge and prepare students for possible future life situations. Much educational content is to establish a solid foundation/knowledge base for students to build upon in middle and high school. Multiple health areas will be explored and expanded upon to give students the opportunity to make clear connections to information, concepts, skills, and behaviors to be the healthiest students and citizens possible.

Grade 4 Suggested Timeline

Unit	Days
Safety	7
Friendship	4
Conflict resolution (AEIOU)	6
Bullying	7
Healthy choices	6
Social and Study skills	5
Careers	4

Unit 1: SAFETY

Approximate Length of Time: 7 lessons/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Review 4 modes of transportation: Bus, automobile, bike, walking and the dangers within each. 2. Review summer safety settings and the dangers within each (water, gun, home alone, disaster) 3. Review and explore many internet safety dangers 4. Review tactics that kidnapers use to entice kids into danger 5. Students will be introduced to basic first aid and life-saving procedures/rules. Content Outline: 1. Getting to School and Home Safely a. Walking b. Ride a bike c. Ride a bus d. Ride in a car/automobile 2. Summer Safety a. Water b. Home alone c. Disaster d. Gun e. Internet	1,2,5,7 1,2,5,7	Safety test, group discussion, Jeopardy game, Google Interland challenge, safety video evaluation	Classroom Ideas: ● School library safety books ● safety videos folder (YouTube channel) ● "Health and Wellness" textbook, Unit C (Chapters 5 and 6)Personal Health and Safety reading and worksheets, ● Jeopardy Smartboard game ● NetSmartzKids.org videos and program ● Google Interland lessons and website assessments	Stranger danger, 911, emergency exits, disaster, crossing arms/gate, kidnap, phishing,caution

Unit 2: "Friendships"

Approximate Length of Time: 4 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
1. SWBAT identify personal likes/dislikes 2. SWBAT identify other students with similar likes/dislikes and begin forming a friendship Content Outline: ● Interest inventory ● Friendship qualities inventory	2,4,8	Friendship poster, skits, text questions and worksheets, Pear Deck program	Classroom Ideas: Play "Friendship Bingo", bibliotherapy books from school library,"Health & Wellness" textbook, Chapter 2, Lesson 5 reading, questions, and worksheets, "Making Friends" video and flash cards, "Friendly Behaviors" Checklist, Pear Deck program	Friend, acquaintance, classmate, stranger, respect, conflict

Unit 3: CONFLICT RESOLUTION/AEIOU

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT utilize and teach others a 5-step conflict resolution process to fix standard fighting (not stop bullying). Content Outline: 1. Teach each step of AEIOU in depth. (Each letter stands for a skill) A=Agree to talk E=Emotion I=I message O=Open Talk U=Unite	2,4,8	Skits, group discussion, quiz page, Pear Deck Flashcard Factory	Classroom Ideas: ● PowerPoint training slideshow ● Choice cards-scenarios ● "Health & Wellness" textbook, Chapter 1, Lesson 5 and Chapter 2, Lesson 6 reading, questions, and Worksheets ● Pear Deck Flashcard Factory pair share	"I" message=I feel_____ __ , I would like _____ _ __, calm, Open talk, fighting, conflict

Unit 5: BULLYING
Approximate Length of Time: 7 days

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify bullying vs conflict and utilize up to six different ways to stop it and get help. SWBAT recognize the complexity of bullying and that usually multiple strategies will need to be used to stop bullying. Content Outline: 1. Define bullying 2. Present and practice HA, HA, SO strategies (Help, Avoid, Humor, Assert Yourself, Say Good Things to Yourself, Own It) 3. Define bullying as 3 or more similar negative experiences 4. Identify how and why bullies act	2,4,5,7,8	Real life situation sharing, role play, bullying true/false pre-test, Pear Deck program	Classroom Ideas: Do lots of role plays/skits, "Bully-proofing Your School" curriculum, 2nd Ed., Department of Education DVD and program "Stop Bullying Now", "Health & Wellness" textbook, Chapter 6, Lesson 4 reading, questions, and worksheets, "Who Knew? The Bully-Free Issue" booklet, "Pushing Your Buttons" evaluation Sheet, Pear Deck Flashcard Factory	Bully, victim, bystander, power, aggression, imbalance, control, bullying

Unit 6: HEALTHY CHOICES

Approximate Length of Time: 6 days/classes

Learning Goals	Standards	Assessment	Content	Vocabulary
SWBAT identify drugs, medicines, poisons, and both general and specific effects of drugs on the body SWBAT identify 7 or more body systems and multiple organs within each SWBAT identify personal hygiene topics and the frequency of each Content Outline: ● 9 body systems notes ● Hygiene discussion	1,2,5,7,8	Text questions and worksheets, drug/alcohol pre-and post-tests, 9 body systems worksheet	Classroom Ideas: “Drugosaurs” curriculum, “Health & Wellness” textbook, Units B and D reading, questions, and worksheets	Poisons, medicines, good drugs, bad drugs, prescription, beer, alcohol, tobacco, hygiene, over-the-counter drugs, overdose

Unit 7: CAREERS

Approximate Length of Time: 4 days

Learning Goals	Standards	Assessment	Content	Vocabulary
Students will be introduced to as many career choices as possible to explore multiple opportunities. Content Outline: ● Explore as many careers as possible and ask the students to pick 5 they would like to try ● Have students evaluate interest inventory and compare it/match it to career opportunities available	1,2,5	5 career choices poster or slide show, career rubric	Classroom Ideas: YouTube STEAM career videos, "Health & Wellness" textbook, Chapter 10 reading, questions, and worksheets, https://www.education.ne.gov/nce/careerdevelopment/lesson-plans/ (has full lesson plans!)	Job, career, college, university, community college, vocational/technical school, training, scholarships, grants, loans

Grade 5 Health

5th Suggested Timeline: 96 Days

Unit	Days
Mental and Emotional Health	12
Friends and Social Health	4
Body Systems	15
Nutrition	12
Personal Health and Physical Activity	11
Drugs/ Alcohol /Tobacco / DARE	23
Communicable and Chronic Diseases	8

Unit 1: Mental and Emotional Health

Approximate Length of Time: 12 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Identify ten life skills that can help you take responsibility for your health including: ● strategies to manage anger ● Identifying stress and steps to manage it 2. Identify examples of emotional, physical, and social health. 3. Identify behaviors that are healthy and risky. 4. Identify how peers can influence healthy and unhealthy behaviors including: ● Traits that make up good character 5. Describe short term and long term goals including: ● Describing steps to take to make responsible decisions ● Describing how stress affects the body 6. Identify the three ways to decide if information is a reliable health fact. 7. Identify actions that help you have a healthy self-concept including: ● Identifying steps to take to develop a high self-esteem .	1 8 5 2 6 3 7		Set healthy goals for self. Identify behaviors that are risky and how to avoid them. Create a poster of stress busters	Health Wellness Life skills Healthful Behavior Health Goal Risk Goal Short Term Goal Long Term Goal Personality Respect Self-Respect Responsible Self-Concept Self-Esteem Emotion Grief Shyness Anger Depression Boredom Peer Peer Pressure Resistance Strategies Stress Stressor Eustress Distress

Content Outline: A.Health and Wellness 1. Healthful behaviors 2. Avoiding Risky Behaviors 3. Top ten areas of health B.Health Facts 1. Ways to evaluate 2. Set Healthy Goals C.Personality/Character D.Self-Concept/Self-Esteem E.Emotions 1. Managing 2. Depression/Anger 3. A Healthy Mind F.Charge of Health 1. Responsible Choices 2. Influences a. Peer Pressure b. Resistance Skills G.Managing Stress 1. Stress Busters 2. Coping Strategies				

Unit 2: Friends and Social Health
Approximate Length of Time: 4 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Identify different kinds of relationships. 2. Describe the importance of friends. 3. Identify six things that strengthen friendships and evaluate your friendships using them. **Content Outline:** A.Social Health 1. Relationships 2. Respect B.Friend 1. Social Skills 2. Making Stronger 3. Cliques	2 7 2		Identify the relationships in their life and why they are important. Evaluate the friendships they have.	Relationship Mutual Respect Health Advocate Role Model Friend Bonding Social skills Clique

Unit 3: Body Systems

Approximate Length of Time: 15 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: **Objectives:** 1. List the body systems and their functions. 2. Identify which body systems work together. 3. Describe how cells, tissues, organs and body systems are related. 4. Understand and identify how everyone is unique. **Content Outline:** A.Cells, Tissues, Organs, and Body System B.Bones and Muscles C.Heart and Lungs D.More Systems 1. Digestive System 2. Nervous System 3. Endocrine and Urinary System E. Uniqueness 1. Heredity 2. Other Factors	1 1 1 2		**Classroom Ideas:** Create a diagram showing the different systems and the ones that are connected.	Body System Skeletal System Muscular System Interdependence Circulatory System Respiratory System Digestive System Nutrient Nervous System Endocrine System Diabetes Puberty Urinary System Unique Experience Interest Learning Disability

Unit 4: Nutrition

Approximate Length of Time: 12 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Identity ways to support others to make positive health decisions. 2. Understand MyPlate and demonstrate how to use it to plan a balanced diet. 3. Understand the dietary guidelines and use them to analyze their healthy choices. 4. Identify information on a food label. 5. Understand how to maintain a healthful weight. 6. Choose healthier alternative to fast food. Content Outline: A.Basic Nutritional Needs 1. MyPlate 2. Dietary Guidelines B.Balanced Diet 1. Influences on Food Choices 2. Meals and Snacks a.Combination Food b.Fast Food 3. Food Labels C. Body Image 1. Messages in Media/Society	8 5 5 3 6 2		Classroom Ideas: Dissect a food label. Create a poster on nutrients and where to find them. Create a My Plate:Label, list portions for and list foods found in each food group. Create a healthy meal plan for a day. Choose a fast food and select a healthy alternative.	Balanced Diet Food Groups MyPlate Serving Size Dietary Guidelines Calorie Nutrition Facts Label Healthy Weight Weight Management Overweight Underweight Body Image

Unit 5: Personal Health and Physical Activity **Approximate Length of Time: 11 Days**

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Explain the importance of assuming responsibility for personal health behaviors. 2. Demonstrate good personal hygiene and dental care. 3. Understand the need to change routine hygiene. 4. Identify ways to care for your skin, hair, and nails. 5. Understand how the teeth function and ways to protect your teeth and gums. 6. Understand how the eye works and how vision problems can be corrected. 7. Understand how the ear works and how common hearing problems can be detected and avoided. 8. Understand how physical activity affects social, emotional, and physical health. 9. Identify the five kinds of health fitness. 10. Understand how to work out safely and effectively. 11. Understand and make a health goal. 12. Describe ways to be a good sport. 13. Understand that behaviors have consequences for oneself. Content Outline: A.Medical Checkups B.Good Grooming 1. Skin Care 2. Skin and Puberty 3. Hair Care 4. Nail Care 5. Teeth 6. Eyes 7. Ears C.Rest and Sleep D.Physical Activity 1. Physical Fitness 2. Health Fitness E.Balanced Workout	8 7 7 7 7 1 1 2 1 2 4 2 2		Classroom Ideas: Create a fitness goal. Create a brochure/advertisement on being a good sport	Medical Checkup Posture Scoliosis Grooming Sunscreen Acne Sleep cycle REM Periodontal Disease Decibel Blood Pressure Health Fitness Heart Rate Cardiac Output Fitness Skills President's Challenge Target Heart Rate Specificity Training Overload Progression Frequency Safety Equipment Standards Muscle Strain Sprain PRICE Treatment

1. Benefits of Activity 2. Getting Started 3. Work Out 4. Setting Health Goals for Fitness				

Unit 6: Drugs/ Alcohol /Tobacco
Approximate Length of Time: 23 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Explain and understand the importance of having strategies in place to resist unhealthy activities. 2. Identify effects alcohol, tobacco and drugs have on personal health as well as others around you. 3. Describe why it is important to participate in healthy behavior. 4. Demonstrate refusal skills that avoid or reduce health risks. 5. Understand how medicines promote health. 6. Identify the signs of drug misuse and abuse. 7. Identify reasons people abuse drugs and how to get help. 8. Compare the proper and improper situations to use drugs. 9. Understand that behaviors have consequences for oneself. 10. Identify the influence of the media on decision-making. 11. Understand that peer pressure can affect you in different ways. 12. Distinguish between good and bad peer pressure. Content Outline: A.Drugs and Health 1. Drugs Used as Medicine 2. Safety Rules for Medicine 3. Drug Misuse and Abuse B.Alcohol and Health 1. Effects 2. Reasons Not to Drink C.Tobacco and Health 1. Effects 2. Secondhand Smoke D.Other Drugs to Avoid 1. How Harms Health 2. Marijuana, Depressants, and Stimulants 3. Narcotics, Inhalants, and Steroids	5 2 7 4 2 2 2 2 2 2 2 2 2		Classroom Ideas: Create a public service announcement.	Peer Peer Pressure Resistance Strategies Drug Medicine Over-the-Counter Drug Prescription Drug Side Effect Drug Misuse Illegal Drug Drug Abuse Addition Alcohol Depressant Blood Alcohol Concentration Intoxication Alcoholism Minor Nicotine Tar Carbon Monoxide Smokeless Tobacco Secondhand Smoke Tolerance Overdose Withdrawal Recovery victim Bully Peer Pressure

4. Reasons People Abuse 5. Getting Help E.Resisting Pressure 1. Laws and Regulations on Drug Use 2. Positive and Negative Peer Pressure				

Unit 7: Communicable and Chronic Diseases

Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Understand healthy ways to prevent common childhood injuries and health problems. 2. Identify different chronic diseases, ways to prevent and treat. 3. Understand what communicable and noncommunicable diseases are. 4. Understand how the body fights illness. 5. Identify symptoms of typical common diseases. Content Outline: A.Types of Disease 1. Pathogens B.Stages of Disease 1. Immune System 2. Keeping Immune System Strong C.Signs of Illness D.Common Communicable Diseases E.Chronic Diseases 1. The Heart 2. Cancer 3. Other Chronic Diseases.	8 3 1 1 3		Classroom Ideas: Make a diagram on how pathogens enter your body. Demonstrate and practice appropriate way to wash hands.	Microbe Virus Bacteria Fungus Protozoa Cilia White Blood Cells Fever Antibody Immunization Symptom Strep Throat Antibiotic Chronic Diseases Heart Disease Heart Attack Risk Factor Cancer

Grade 6 Health

6th Suggested Timeline 16 Days

Unit	Days
Communication	5
Family Relationships	5
Stages of Life	6

Unit 1: Communication

Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Describe difference between verbal and nonverbal communication. 2. Demonstrate effective verbal and nonverbal communication skills within family, peer groups and classroom settings to enhance health. 3. Formulate effective conflict management or resolution strategies. 4. Understand that healthy relationships depend on good communication. 5. Identify the three types of communication skills and how they are related to each other. 6. Identify ways a victim can communicate and seek help for self or others. Content Outline: A. Communication 1. Verbal/Nonverbal 2. Mixed Messages 3. Good Skills a. Speaking b. Listening c. Writing 4. Types of communication styles 5. Peer communication a. How to be a good friend b.Healthy Communication c. Peer Pressure B. Conflict Resolution 1. Causes 2. Common Conflicts 3. Nature of Conflicts 4. Controlling Conflicts 5. Negotiation a.Skills b.Outcomes 6.Peer Mediation		4 4	**Classroom Ideas:** Demonstrate with a partner healthy and unhealthy verbal and nonverbalcommunications skills. Practice giving "I" messages. Practice ways to let off steam. Create a list of factors that prevent a conflict from escalating. Write about a conflict you had. Describe how you handled it and how the outcome may have been different if you had used the T.A.L.K. strategy.	Communication Body language Mixed messages "I" Messages Active Listening Assertive Aggressive Passive Peers Acquaintance Friendship Reliable Loyal Sympathetic Assertive response Conflict Violence Revenge Prejudice Tolerance Labeling Escalate Conflict Resolution Negotiation Collaborate Compromise Win-win Solution Mediation Peer Mediation Neutrality

Unit 2: Family Relationships
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Understand how families share, cooperate and communicate. 2. Understand that families will change and face challenges. 3. Identify situations in the family that influence the health and wellness of adolescents. 4. Identify some family problems that would require outside help. Content Outline: A.What Makes a Family? 1. Roles and Responsibilities in the family. B.Building Strong Families C.Changes in the Family D.Serious Family Problems			**Classroom Ideas:** Create multimedia presentation representing family types. Create a poster showing the ways to build and keep strong family relationships.	Family Nurture Role Physical Abuse Neglect

Unit 3 Stages of Life
Approximate Length of Time 6 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Describe the stages of infancy through adulthood. 2. List healthy habits you can practice throughout your life. 3. Compare and contrast a person in early childhood and late childhood.			List the different stages and identify characteristics of each.	Life Cycle Growth Spurt Critical Thinking Skills Mood Swings Age

Grade 7 Health

7th Suggested Timeline: 9 Days

Unit	Days
Relationships/Healthy Dating	1
Tobacco/Alcohol/Drugs	8

Unit 1: Relationships/Healthy Dating
Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Identify healthy aspects of relationships and dating. 2. Identify qualities that promote healthy relationships. 3.Identify the types of love there are. 4. Identify how media and technology influences thoughts, feelings, and health behaviors. 5. Describe the importance of healthy relationships on personal health. **Content Outline:** A. Beginning to Date 1. Changing Friendships 2. Different ways to date 3. Healthy ways to show affection 4. Setting Limits 5. Respecting self and date 6.Ending Relationships			**Classroom Ideas:** Write about how friendships have changed over the last few years. Create an individual KWL chart on Dating.	Commitment Affection Sympathetic Consequences Limits Dating Violence Love Infatuation

Unit 2: Tobacco/Alcohol/Drugs
Approximate Length of Time: 8 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Understand that using medicines the correct way can contribute to good health. 2. Identify the effects of alcohol, drugs and tobacco on their body. 3. Understanding that unhealthy behaviors can result in consequences that can affect the future. 4. Explain the impact of personal health behaviors on the functioning of body systems. 5. Explain basic peer pressure resistant strategies. 6. Identify examples of illegal drugs. 7. Differentiate between positive and negative peer pressure. 8. Identify how media and technology influences thoughts, feelings, and health behaviors. 9. Understand how decisions regarding health have consequences for self and others. 10. Describe strategies to resist the strong influence of drugs, alcohol, smoking and vaping. 11. Discuss short term and long term effects of drugs, alcohol, tobacco, and vaping on the body. 12. Identify risky behaviors and ways to avoid and reduce risks to self and others. 13. Explain the importance of assuming responsibility for personal health behaviors. Content Outline: A. Tobacco			Classroom Ideas: Make a poster identifying the side effects of drugs, alcohol and tobacco. Discuss personal stories without sharing names and how it hasimpacted you and others. Watch a commercial and identify thoughts and feelings that it creates.	Nicotine Addictive Smokeless Tobacco Snuff Tar Bronchi Carbon Monoxide Addiction Psychological Dependence Physical Dependence Tolerance Withdrawal Relapse Secondhand Smoke Mainstream Smoke Sidestream Smoke Passive Smoker Target AudienceProduct Placement Point-of-Sale Promotion Cold Turkey Nicotine Replacement Therapies Alcohol Drug Depressant Inhibitions Binge drinking Minor Intoxicated Blood Alcohol Concentration Alcohol Poisoning Ulcer Fatty Liver Cirrhosis Reaction Time Fetal Alcohol Syndrome Alcoholism Malnutrition Alcohol Abuse Substance Abuse Enables Intervention

1. Forms 2. Risk Factors 3. Addiction 4. Cost to Society 5. Saying No 6. Vaping B. Alcohol 1. Influences / Reasons Teens Drink 2. Effects 3. Dangers 4. Alcoholism and Abuse 5. Getting Help C. Drugs 1. Misuse & Abuse 2. Consequences 3. Types & Effects 4. Drug Free D.Medications 1. Types & Purposes 2. Prescription versus Non-Prescription 3. Effects on Body 4. Using Correctly				Recovery Detoxification Drug Misuse/Abuse Marijuana Stimulant Hallucinogen Narcotics Club Drugs Inhalant Anabolic Steroids Alternative Drug Rehabilitation Medicine Vaccine Antibiotics Over-the-Counter Medicine Prescription Medicine Side Effect Tolerance

Grade 8 Health

8th Suggested Timeline: 25 Days

Unit	Days
Understand Health & Wellness	5

Adolescence Relationships, and love	2
Reproductive Systems	2
Responsible Relationships, Marriage, & Parenthood	1
Pregnancy, Childbirth, STDs & HIV/AIDS	4
Mental & Emotional Health	11

Unit 1 Understanding Health and Wellness
Approximate Length of Time 5 Classes

Learning Goals	Standards	Assessment	Content	Vocabulary

1.Describe three parts of health. 2. Understand skills needed for good health. 3. Understand and apply the decision making model to make healthy decisions. 4. Identify how media and technology influences thoughts, feelings and health behaviors. Outline: A.Three parts to good health 1.Physical 2.Social 3. Mental Emotional B. Skills for building health 1.Decision Making 2.Self-Management Skills C. What affects your health 1.Heredity 2.Environment 3.Choices and Behaviors			Classroom Ideas: Essential Questions: -How can you take responsibility for your health? -How can I make Responsible decisions and avoid risk behaviors? Classroom Ideas: -Identify the 10 health skills. -Select a health goal and prepare a plan using the decision making process.	Health Communication Evaluate Wellness Risk Conflict Consequences Heredity Prevention Environmental Stress Decision Making Advocacy

Unit 2: Adolescence, Relationships, & Love
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Define puberty and discuss the mental, physical, emotional and social changes it brings about. 2. Develope strategies to deal with changes during puberty. 3. Identify the physical and emotional health concerns related to relationships and how it relates to making healthy choices. 4. Analyze the outcomes of health-related decisions. 5. Discuss ways of feeling comfortable on a date. Outline: A.Adolescence 1.Physical changes 2.Emotional changes 3.Mental changes 4.Social changes B.Relationship & Love 1.Relationships 2.Dating 3. Dating Violance 3.Abstinence 4.Abuse 5.Refusal Skills			What are some of the physical changes teens experience during puberty? What are the key skills essential to any healthy relationships? Why is abstinence the best choices for teens? Have students rate themselves on the "developmental tasks of adolescence".	Adolescence Hormones Puberty Emotions Peers Communication Relationships Abstinence Abuse Refusal Skills

Unit 3 Reproductive Systems
Approximate Length of Time 2 day

Learning Goals		**Standards Assessment**	**Content**	**Vocabulary**

1. Describe the parts and functions of their perspective male & female reproductive system. 2.Identify health problems related to the male & female reproductive systems. 3.Describe care and protection for the reproductive organs. 4.Explain menstruation and fertilization of an embryo. Content Outline: A. Functions of the reproductive systems. 1. Anatomy 2. Functions B. Health concerns 1. Gender specific types 2. Personal Care 3. Self-examinations C. Menstruation 1. Process 2. Cycle			Essential Questions: • What are the major components of the male & female reproductive anatomy? • How can you insure good health of your reproductive organs? • What are some of the myths associated with reproduction anatomy? • Why is it important to do self-exams. Classroom Ideas: • Have students submit questions to be answered via note cards. • Teaching Notes: • Myths of menstruation • Consider teaching with gender specific groupings	Ovulation Fertilization Vagina Embryo Menstruation Menstrual Cycle Reproductive System Sperm Penis Seman Ejaculation Erection Gender Specific Females Fallopian Tubes Ovaries Uterus Cervix Gynecologist Males Urethra Testes Circumcision scrotum

Unit 4: Responsible Relationships, Marriage & Parenthood
Approximate Length of Time Days: 5 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Describe problems that sexually active teens may face. 2. Identify abstinence as the only 100% effective method of preventing pregnancy and STD's 3. Explain ways of dealing with sexual harassment 4. Identify qualities that promote healthy relationships and contribute to a successful marriage. 5. Summarize the responsibilities of parents. 6. Explain how to know when they are ready for marriage. 7. Demonstrate refusal and collaboration skills that avoid or reduce health risks. 8. Distinguish between safe and risky behaviors and their influence on short-term and long-term health. 9. Identify the physical and emotional health concerns related to relationships and how it relates to making healthy choices. 10. Explain the importance of assuming responsibility for personal health behaviors. 11. Understand the different types of abuse, the effects on personal health and ways to prevent and cope. 12. Understand the influence of personal values and beliefs on individual health practices and behaviors. Content Outline: A. Responsible Relationships 1. Sexual feelings 2. High-risk behavior 3. Making good choices 4. Contraception 5. Dating Violence			Classroom Ideas: Essential Questions: • What differences are there between sexual feelings and love? • What is the best way to prevent pregnancy? • What are the signs of emotional maturity? Classroom Ideas: • Have students list how their lives would change due to a teenage pregnancy. • Discuss the school's sexual harassment policy. Teaching Notes: • Emphasize abstinence as the only sure way to prevent pregnancy and STD's • Create sensitivity for students of divorced parents, foster children, and adopted students	Sexual Harassment Contraceptive Spermicide Condom Oral Contraceptives Diaphragm Morals Social Skills Divorce Commitment Abstinence Values Abuse Battery Domestic violence Neglect Sexual Abuse

5. Sexual Harassment 6.Identify healthy choices when using social media. B.Marriage & Parenthood 1. Marriage 2. Divorce 3. Parenthood				

Unit 5: Pregnancy, Childbirth, STDs & HIV/AIDS
Approximate Length of Time: 4 Day

Learning Goals	Standards	Assessment	Content	Vocabulary

1. Explain the changes that occur in a woman's body when she becomes pregnant. 2. Discuss what happens at childbirth. 3. Outline symptoms of various STDs. 4. Identify ways to avoid getting an STD. 5. Describe the difference between HIV and AIDS. Content Outline: A. Pregnancy 1. Changes in women 2. Care B. Childbirth C. STD's, HIV, & AIDS 1. Types of STDs 2. Avoiding STDs and HIV/AIDS 3. Responsible sex Content Outline:			Essential Questions: • What is prenatal care? • Why does teen pregnancy carry a higher-than average risk for both the mother and baby? • What advice would you give someone who discovers that a prospective mate has had unprotected sex? Classroom Ideas: • Have students design posters telling teens how to avoid STDs. • Ask students to develop a list of their hopes and dreams. Discuss how an unplanned pregnancy may interfere with these goals. Suggested Supplements: Teaching Notes: • Emphasize abstinence as being the only sure way to prevent STDs & pregnancy.	Placenta Umbilical cord Prenatal care Contractions Sexually transmitted diseases Chlamydia Genital warts Genital herpes Gonorrhea AIDS AIDS-defining opportunistic illnesses Injection drugs

Unit 6 Mental Health

Approximate Length of Time 11 Days

Learning Goals	Standards	ssessment	Content	Vocabulary

Learning Goals: 1. Define and describe mental and emotional health and how it affects adolescent development and relationships. 2. Understand that self-esteem and self concept determine your mental/emotional health. 3. Learning to deal with emotions in a healthy way is important. 4. Understand how stress affects short and long term health and ways to manage it. 5. Understand that many mental and emotional disorders can be treated. 6. Describe and identify mental and emotional disorders. 6. Demonstrate strategies for coping with problems and stress. 8. Identify the warning signs of suicide and how to seek help and address it. Content Outline: A. Understanding Mental and Emotional Health 1. Self-Concept 2. Self-Esteem 3. Resilience 4. Healthy Emotions 5. Expressing Emotions 6. Emotional Needs B. Managing Stress 1. How Body Responds 2. Managing 3. Healthy and Unhealthy 4. Influences C. Mental and Emotional Disorders 1. Types 2. Suicide Prevention a. Warning Signs b. Causes 3. Treatments			Essential Questions: • Have you seen or dealt with anyone in your lifetime that has been affected negatively by Mental/Emotiona l health issues? • What are positive ways people can deal with their mental/emotiona l issues? • How can you help those with Mental/Emotiona l Health issues? Classroom Ideas: • Pre-test: Have students write one sentence thoughts on what they think the topic of discussion means. • Real-life scenarios on how to deal with stress	Mental/Emotio nal Health Personality Self-concept Self-esteem Confidence Resilience Emotions Mood Swings Anxiety Emotional Needs Stress Stressor Fight-or-flight Response Adrenaline Time Management Mental and Emotional Disorders Anxiety Disorders Phobias Mood Disorder Personality Disorders Schizophrenia Major Depression Suicide Therapy Family Therapy Psychologists Psychiatrists Clinical Social Worker

HS Health

General Description

Although many students may seem physically mature, they are still in the process of changing from external guidance to internal direction. In addition, the illusion of immortality is common to them, and the possibility of their developing a disease or disability in the distant future may carry even less weight for them than for younger adolescents. Therefore, instruction centering on the more immediate consequences of behavior or the imminent transition to adulthood is likely to be more effective that instruction emphasizing a long-term approach. Students are receptive to information provided by trusted adults but are often overconfident about their own knowledge and coping abilities. Therefore, positive adult and peer role models are critically important at this age.

A positive development among many students is that they are becoming aware of their influence on younger children and are taking an increasingly active role in the school and the community as concerned citizens. They are often willing participants as role models or peer advisers. By this time most students are also beginning to think about career and life options. The curriculum can stimulate those interests and help to inform students about health-or food-related careers.

HS Suggested Timeline: 44 Days - One Term

Unit	Days
Understanding Health & Wellness	3
Taking Charge of Your Health	3
Managing Stress & Coping With Loss	3
Understanding Stress	3
Mental & Emotional Problems	5
Skills for Healthy Relationships	3
Peer Relationships	3
Resolving Conflicts & Preventing Violence	3
Nutrition for Health	5
CPR First Aid	3
Medicines & Drugs	1
Tobacco	2
Alcohol	2
Illegal Drugs	2

Male and Female Reproductive Systems	1
Contraception /Sexually Transmitted Diseases and HIV/AIDS	2

Unit 1: Understanding Health & Wellness
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Students will understand factors that affect their health status. 2. Students will understand how to practice healthful behaviors. 3. Students will describe how to be self-confident and assertive when dealing with peer pressure. 4. Students will understand how to evaluate their decision making style and learn how to use the decision making model to make healthy decisions Content Outline: A. Factors that affect health status. 1. 10 factors that affect a person's health. 2. Random Events 3. Comprehending health concepts. B. Practicing healthful behaviors 1. Complete Health Behavior Inventory, and analyze. 2. Influences on health 3. Resistance Skills	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health. Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks. Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	Health Collage & Position Paper	Classroom Ideas: Students complete a test that helps them determine what factors contribute toward good and poor health. Teacher lead discussions that center around handling adverse situations Students complete a position paper. This is a getting to know you activity where students describe their current position in life.	Health Random Event Risk Health Behavior Chronic Disease Heredity Environment Peers Culture Media Technology Prevention Abstinence Cumulative Risk Lifestyle Factors

Unit 2: Taking Charge of Your Health
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: 1. Learn Health skills can help a person stay healthy throughout his or her life. 2. Students will learn how to set goals 3. Students will gain the skills to evaluate health products and services that enhance health Content Outline: A. Building Health Skills 1. Conflict Resolution skills 2. Decision Making 3. Goal Setting B. Managing Consumer Problems 1. Resolving Consumer Problems	Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	Health Goals Rubric	Classroom Ideas On Line Health Quiz • Students analyze commercials, or advertisements for facts and target audience. Students complete a goal setting activity.	Interpersonal communication Refusal Skills Conflict Resolution Stress Stress Management Advocacy Values Decision Making Skills Goals Action Plan Health Consumer Advertising Comparison Shopping Warranty Consumer Advocates Malpractice Health Fraud

Unit 3: Managing Stress and Coping with Loss
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary

Learning Goals: Students will understand how mental and emotional health helps you develop a healthy self-esteem. 2. Students will analyze how character and identity are developed. 3. Students will understand how managing your emotions can benefit your health. Content Outline: A. Developing your self esteem. 1. Characteristics of good mental health. 2. How do you develop self esteem, and how is it improved. B. Developing identity and character. 1. How identity formed. 2. Traits of Good Character. C. Understanding your emotions. 1. Managing emotions.	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students list people who are influential in their life and characteristics about that person.	Mental Health Emotional Health Resilient Self-esteem Competence Hierarchy of needs Self-actualization Personal Identity Role Model Personality Character Integrity Constructive Criticism Emotions Hormones Hostility Empathy Defense Mechanism

Unit 4: Understanding Stress
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will identify potential causes of stress 2. Students will analyze the body's response to stress. 3. Students will understand stress management techniques to help avoid and reduce stress. 4. Students will describe the stages of grief. Content Outline: A. Understanding Stress 1. What is Stress? 2. What causes stress? 3. Your body's reaction to stress. B. Managing Stress 1. Stress Management Techniques 2. Building Resiliency	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students complete a stress test, and identify the stressors in their life. Defense Mechanism Bingo Students complete a hostility measurement.	Perception Stressor Psychosomatic Response Chronic Stress Relaxation Response Stages of Grief Closure Coping Mourning Traumatic Events

Unit 5: Mental & Emotional Problems
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will develop a understanding of how anxiety and depression can be treatable mental health problems. 2. Students will gain a understanding of mental health disorders. 3. Students will gain a understanding of warning signs and treatment that can help prevent suicide. Content Outline: A. Dealing with Anxiety and Depression. 1. Understanding anxiety and depression. 2. Causes of Anxiety and Depression B. Mental Disorders 1. Types of Mental Disorders C. Suicide Prevention 1. Facts about suicide 2. Preventing Suicide	Standard 1: Students will comprehe nd concepts related to health promotion and disease prevention to enhance health.	Research Paper	Classroom Ideas: Students rank their top anxiety from 1-10 and discuss the source of that anxiety. • Students create a suicide prevention pamphlet that displays information when dealing with someone with depression and suicide.	Anxiety Depression Apathy Mental Disorder Stigma Anxiety Disorder Mood Disorder Conduct Disorder Alienation Suicide Cluster Suicides Psychotherapy Behavior Therapy Cognitive therapy Family Therapy Group Therapy Drug Therapy

Unit 6: Skills for Healthy Relationships
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will identify how strong relationships have a positive influence on overall health. 2. Students will analyze ways of showing respect for themselves and others. 3. Students will understand how communications skills can help build healthy relationships. Content Outline: A. Foundations of a healthy relationship 1. Relationships and your role 2. Traits of healthy relationships 3. The need for values and tolerance B. Communicating Effectively 1. Communication Styles 2. Listening skills and non verbal communication	Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance and avoid or reduce health risks. Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students will complete a skit that displays 5 of the terms listed in this chapter.	Aggressive Passive Assertive Active Listening Body Language Prejudice Stereotype Tolerance Bullying Hazing Relationship Friendship Citizenship Role Cooperation Compromise

Unit 7: Peer Relationships
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will learn how to build and maintain healthy friendships. 2. Students will learn skills to with stand negative peer pressure. 3. Students will discuss reasons why it is beneficial to abstain from negative situations that could damage their emotional health. Content Outline: A. Safe and Healthy Friendships 1. Peer Relationships 2. Recognizing Problems 3. Managing feelings B. Peer Pressure and Refusal Skills 1. Peer Pressure 2. Resisting Negative Peer Pressure C. Practicing Abstinence 1. Dating Decisions 2. Consequences	Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	Class Debates	Classroom Ideas: Students participate in discussions on why peer pressure is so effective. • Students write a essay describing what life will be like in 10 years. Students will include how resisting negative peer pressure will help you achieve your goals.	Platonic Friendship Clique Peer Pressure Harassment Manipulation Priorities Intimacy Infatuation Self-Control Sexually Transmitted Diseases

Unit 8: Resolving Conflicts and Preventing Violence
Approximate Length of Time: 3 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will understand the causes of conflicts and how to help prevent them. 2. Students will apply mediation and negotiation to resolve conflicts. 3. Students will know about forms of violence and way to protect Themselves. Content Outline: A. Causes of Conflict 1. Understanding conflicts 2. Preventing Conflicts B. Resolving Conflicts 1. Negotiation and 2. Mediation Process C. Understanding Violence 1. Causes of violence 2. Types of Violence	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students engage in role playing to use conflict resolution skills.	Conflict Interpersonal Conflicts Escalate Negotiation Confidentially Peer Mediation Violence Assault Random Violence Homicide Sexual Violence Sexual Assault Rape Physical Abuse Emotional Abuse Verbal Abuse Sexual Abuse Stalking Date Rape

Unit 9: Nutrition for Health
Approximate Length of Time: 5 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will obtain the resources to make healthy eating choices. 2. Students will analyze food, their own eating habits and lifestyle habits to improve nutrient intake. 3. Students will discover ways to become physically fit. Content Outline: A. The Importance of Nutrition 1. Why Nutrition Matters 2. Food and You B. Nutrients 1. Nutrients and Energy 2. Types of Nutrients C. Healthy Food Guidelines 1. My Plate 2. Healthy Eating Patterns D. Nutrition Labels and Food Safety 1. Nutrition Labels 2. Food Safety	Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health. Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Nutrition Log	Classroom Ideas: Students complete a food inventory intake. To calculate their caloric intake, and nutrient density. Have students calculate their BMR	Nutrition Nutrients Calorie Hunger Appetite Carbohydrates Fiber Proteins Cholesterol Vitamins Minerals Osteoporosis Nutrient-dense Food Additives Food borne illness Pasteurization Cross contamination Food Allergy Food Intolerance

Unit :CPR and First Aid
Approximate Length of Time: 3 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will learn and demonstrate the skills of basic hands only CPR and using a defibrillator. Students will understand and be able to provide basic first aid. Students will understand how planning ahead and knowing what to expect can help you survive severe weather and natural disasters.	Standard 7:	Unit Test	Classroom Ideas: Volunteers come and teach basic CPR and defibrillator skills. Make first aid kit on poster Basic First Aid poster for burns, cuts, bites, seizures, shock, Heart conditions,	First aid Good Samaritan Laws Universal precautions Chain of survival Defibrillator Cardiopulmonary Resuscitation Shock Fracture Dislocation Unconsciousness Concussion Poison Hurricane Tornado Blizzard Flash Floods Earthquake Emergency survival kit

Unit 11: Medicines and Drugs
Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will analyze how to treat or prevent illnesses. 2. Students will understand medicine's effect on the body. Content Outline: A. The Role of Medicines 1. Type of Medicines 2. Reactions to Medications B. Using Medicines Safely 1. Standards for Medication. 2. Misuse	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students pick a medication and list the possible side effects and chief effects.	Prescription Medications Over-the-counter Medicine Misuse Medicine Abuse Drug Overdose Medicines Drugs Vaccine Side-Effect Additive Interaction Synergistic Effect Antagonistic Interaction

Unit 12: Tobacco

Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will analyze the effects of all forms of tobacco on the body. 2. Students will understand the benefits of living a tobacco free lifestyle. 3. Students will explain the different types of addiction. Content Outline: A. The Health Risks of Tobacco Use. 1. Types of Tobacco 2. Effects of Tobacco Use B. Choosing to Live Tobacco Free 1. Teens and Tobacco 2. Quitting C. Promoting a Smoke-Free Environment 1. Health Risks 2. Smoke-Free Society	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	My Choice Paper	Classroom Ideas: Students list the short and long term effects of tobacco.	Environmental Tobacco Smoke Mainstream Smoke Sidestream Smoke Nicotine Withdrawal Nicotine Substitutes Tobacco Cessation Program Addictive Drug Nicotine Carcinogen Tar Carbon Monoxide Smokeless Tobacco Leukoplakia

Unit 13: Alcohol
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will analyze the short and long term effects of alcohol. 2. Students will evaluate factors that influence teens to use alcohol. 3. Students will explain the stages of addiction. Content Outline: A. The Health Risks of Alcohol Use 1. Short-Term and Long Term Effects 2. Binge Drinking B. Choosing to Live Alcohol Free 1. Health Risks 2. Alcohol and violence/ Risky Behavior 3. Avoiding Alcohol	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students will read articles that show how alcohol use can damage society.	Blood Alcohol Concentration Fetal Alcohol Syndrome Alcoholic Recovery Sobriety Psychological Dependence Physiological Dependence Alcohol Abuse Alcoholism Ethanol Fermentation Depressant Intoxication Binge Drinking Alcohol Poisoning

Unit 14: Illegal Drugs
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: Students will analyze the physical, mental, emotional, and social health risks associated with drug use. 2. Students will understand the risks associated with marijuana, inhalants and steroid abuse 3. Students will analyze stimulants, depressants, opiates, hallucinogens and how the effect the central nervous system. 4. Students will learn skills to help them stay drug free. Content Outline: A. Health Risks of Drug Use 1. Substance Abuse 2. How Drugs Affect Your Health B. Marijuana, Inhalants, and Steroids 1. Marijuana 2. Inhalants 3. Steroids B. Psychoactive Drugs 1. Effects of Psychoactive Drugs 2. Club Drugs 3. Living Drug Free	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Public Service Announcement	Classroom Ideas: Students research a drug and give a in class presentation • Students make a brochure about the dangers of drug use.	Rehabilitation Psychoactive Drugs Designer Drugs Hallucinogens Euphoria Depressants Stimulants Opiates Marijuana Paranoia Inhalants Anabolic Androgenic Steroids Substance Abuse Illegal Drugs Illicit Drug Use Overdose Addiction

Unit 15: Male and Female Reproductive Systems
Approximate Length of Time: 1 Day

Learning Goals	Standards	Assessment	Content	Vocabulary
1. Analyze the Relationship between good personal hygiene, health promotion and disease prevention. 2. Describe the function of the male and female reproductive systems. 3. Recognize the importance of early detection in treatment of conditions of the reproductive systems. Content Outline: A. Male Reproductive System 1. Concerns about the reproductive System. 2. Male Reproductive Health. B. Female Reproductive System 1. Concerns about the reproductive system. 2. Female Reproductive Health	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Split up the class, have a school nurse discuss female reproductive issues with the females and I will meet with the males.	Testosterone Sperm Testes Scrotum Epididymis Penis Semen Vas Deferens Vulva Vagina Cervix Uterus Fallopian Tubes Ovulation Menstruation Ovaries

Unit 16: Contraception /Sexually Transmitted Diseases and HIV/AIDS
Approximate Length of Time: 2 Days

Learning Goals	Standards	Assessment	Content	Vocabulary
Learning Goals: 1. Students will analyze the common STDs their symptoms and treatments. 2. Students will study HIV/ AIDS and how it attacks the immune system. 3. Students will study HIV/ AIDS diagnosis, treatment and prevention. Content Outline: A. Sexually Transmitted Diseases 1. What are STDs? 2. Common STDs B. Preventing STDs 1. Diagnosis and Treatment C. HIV/AIDS 1. What is HIV/AIDS 2. Preventing HIV/AIDS D. Contraception 1. Facts about pregnancy prevention 2. Methods of Contraception 3. Contraception	Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Unit Test	Classroom Ideas: Students will be able to option out of class during the contracepti on discussions.	EIA Western Blot Rapid Test Human Immunodeficien cy Virus Acquired Immunodeficien cy Syndrome Antibiotics HPV Vaccine Sexually Transmitted Disease Sexually Transmitted Infections Asymptomatic Withdrawal Contraception Fertility awareness methods Condom Spermicide Diaphragm Cervical Cap Oral Contraceptives Contraceptive Injection Vasectomy Tubal Ligation Abstinence

Unit	Timeline (90-Min Days)	Standard / Benchmark	Learning Goal / Essential Questions	Vocabulary	Resource (Dynamic Business Law)	Detailed Assessment / Activity
Unit 1 - Law, Justice, and You	3 Days	Benchmark 1.1: Compare and contrast various ethical theories.	Explain the foundational sources of law and apply ethical frameworks (WH Framework) to business choices.	administrative agency, civil law, common law, criminal law, ethics, jurisdiction, statutory law, stare decisis, substantive law, business ethics	Chapters 1 & 2	Ethics Case Study Analysis: Enron or WorldCom. Chapter review questions and situational ethical debate.
	4 Days	Benchmark 2.1: Describe the basic structure of the federal and state court systems.	Navigate the U.S. legal system, federal vs. state jurisdictions, and compare litigation with alternative dispute resolution (ADR).	appellate court, arbitration, jurisdiction, litigation, mediation, trial court, federal court system, state court system, standing	Chapter 3	Mock Mediation / Arbitration classroom roleplay activity. Chapter quiz.
	2 Days	Benchmark 2.1: Describe constitutional protections.	Understand how the U.S. Constitution, commerce clause, and Bill of Rights apply to business regulations.	amendment, Bill of Rights, commerce clause, due process, equal protection, supremacy clause, commercial speech	Chapter 5	Analysis of famous commercial speech or commerce clause legal cases (e.g., Supreme Court case briefs).
	3 Days	Benchmark 1.1: Ethical consequences in business.	Identify white-collar crimes affecting business and determine corporate criminal liability.	extortion, fraud, insider trading, bribery, white-collar crime, embezzlement, corporate liability, RICO act	Chapter 6	White-Collar Crime research project and presentation. Unit 1 Exam.
Unit 2 - Torts and Property Law	3 Days	Standard: Analyze tort law and civil liability.	Differentiate between intentional torts, negligence, and strict liability within business operations.	assault, battery, defamation, intentional tort, negligence, proximate cause, strict liability, tort, tortfeasor, punitive damages	Chapter 7	Design a Warning Label product liability activity and Mock Tort Trial (Slip and Fall scenario).
	3 Days	Standard: Distinguish between forms of property.	Classify real, personal, and intellectual property, and examine business protections (patents, copyrights, trademarks).	copyright, patent, trademark, trade secret, real property, personal property, infringement, fair use doctrine	Chapter 8	Intellectual Property scavenger hunt & trademark/patent infringement group case study analysis.
	4 Days	Standard 4: Analyze contract law and agreement.	Identify the core elements of a valid contract and evaluate legal requirements for valid offers and acceptances.	acceptance, contract, agreement, offeree, offeror, revocation, counteroffer, express contract, implied contract, bilateral, unilateral	Chapter 9	Contract drafting basics workshop: Students write and critique a baseline service agreement.
	2 Days	Standard 4: Analyze contract law.	Explain the concept of consideration and how value is exchanged to make a contract legally binding.	consideration, illusory promise, liquidated debt, unliquidated debt, promissory estoppel, past consideration, adequacy of consideration	Chapter 10	Analyzing scenario-based case problems for valid consideration vs. gifts.

Unit 3 - Basics of Contract Law	3 Days	Benchmark 4.5: Identify the legality of contracts and capacity.	Determine whether contracting parties possess the legal capacity to enter agreements and identify illegal contract features.	capacity, disaffirmance, emancipation, legality, usury, unconscionable contract, minor, necessaries	Chapter 11	Class debate / mock trial regarding a minor trying to disaffirm an expensive vehicle or electronics contract.
	3 Days	Standard 4: Analyze contract law.	Examine the reality of assent, identifying how mistake, fraud, misrepresentation, or duress invalidate contracts.	concealment, duress, fraud, innocent misrepresentation, mutual mistake, undue influence, unilateral mistake, scienter	Chapter 12	Analyzing historical contract fraud case briefs. Chapter quiz.
	3 Days	Standard 4: Analyze contract law.	Determine which contracts must be in writing under the Statute of Frauds and how third-party rights function.	Statute of Frauds, assignment, delegation, intended beneficiary, obligee, obligor, third-party beneficiary, parol evidence rule	Chapter 13	Statute of Frauds sorting game and analytical worksheet (written vs. oral enforceable agreements).
	2 Days	Standard 4: Analyze contract law.	Describe how contracts are discharged and analyze appropriate legal remedies for a breach of contract.	breach of contract, compensatory damages, consequential damages, liquidated damages, specific performance, mitigation of damages, injunction	Chapter 14	Breach Mitigation team challenge. Unit 3 Contracts Cumulative Exam.
Unit 4 - Sales, Agency, & Consumer Law	2 Days	Standard: Analyze sales and lease law.	Understand how the Uniform Commercial Code (UCC) governs sales and contrasts with common law contracts.	Uniform Commercial Code (UCC), lease, merchant, sale, title, firm offer, insurable interest	Chapter 15	UCC vs. Common Law comparative matrix assignment and textbook case problems.
	2 Days	Standard: Understand consumer protections.	Identify implied and express warranties and evaluate consumer remedies under sales contracts.	express warranty, implied warranty, implied warranty of merchantability, puffery, product liability, fitness for a particular purpose	Chapter 16	Analyze the Warranty activity using real-world consumer electronics and automobile warranties.
	2 Days	Standard: Examine agency relationships.	Explain the principal-agent relationship and the liabilities a business faces regarding employee actions.	agency, agent, principal, fiduciary duty, independent contractor, respondeat superior, apparent authority, express authority	Chapter 20	Create and analyze an Agency Agreement / Independent Contractor contract worksheet.
	2 Days	Standard: Understand consumer rights.	Analyze consumer protection laws, unfair deceptive advertising frameworks, and FTC regulations.	deceptive advertising, Federal Trade Commission (FTC), cooling-off rule, bait-and-switch, cease-and-desist	Chapter 25	Evaluating contemporary print and social media advertisements for potential "bait-and-switch" or deceptive metrics.

Unit 5 - Employment Law	3 Days	Standard: Analyze employment regulations.	Examine worker rights, employment-at-will, and protections against workplace discrimination.	employment-at-will, workers' compensation, Title VII, Civil Rights Act, ADA, OSHA, collective bargaining, wrongful discharge	Chapter 24	Create an Employee Handbook project summary outlining essential EEOC, ADA, and OSHA workplace compliance baselines.
Unit 6 - Legal Forms of Business Organization	2 Days	Standard: Analyze business structures.	Compare and contrast the legal attributes, liability profiles, and setups of sole proprietorships, partnerships, and LLCs.	sole proprietorship, partnership, general partner, limited partner, partnership agreement, LLC, limited liability	Chapter 21	Choose Your Business Structure business pitch matrix assignment.
	2 Days	Standard: Analyze corporate organization.	Explain the processes, legal documents, and corporate governance rules required to form and operate a corporation.	articles of incorporation, corporate charter, bylaws, corporation, double taxation, shareholder, board of directors, C-corp, S-corp	Chapter 22	Drafting mock Articles of Incorporation for a student-imagined startup enterprise.
Final Course Review & Wrap Up	1 Day	Comprehensive Alignment	Synthesize core concepts from Tort, Contract, Employment, and Business Organization structures.	All course vocabulary	Review Materials	Jeopardy-style course trivia review game.
Final Exam Assessment	1 Day	Comprehensive Alignment	Measure master competency across all tracked Nebraska Department of Education Business Law standards.	All course vocabulary	Final Exam Assessment	Comprehensive 10-Week Business Law Final Exam.

Unit	Timeline	Block Days	Standard (Syllabus)	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
Unit 1:	1 Week	2 days	Syllabus: Intro/Ethics	Explore accounting careers and the importance of ethics in business.	CPA, Ethics, GAAP, IFRS, Audit	Ch. 1 & 2	Ethics Case Study / Career Research
	1 Week	3 days	Syllabus: Framework	Define assets, liabilities, and equity; understand the accounting equation.	Assets, Liabilities, Owner's Equity, Equation	Ch. 3	Ch. 3 Transaction Analysis Lab
	1 Week	5 days	Syllabus: Framework	Analyze how business transactions change the accounting equation.	Capital, Withdrawal, Revenue, Expense	Ch. 4 & 5	Ch. 5 Quiz: Normal Balances
	1 Week	5 days	Syllabus: The Process	Record business transactions in a general journal.	Journal, Entry, Source Document, Chronological	Ch. 6	General Journal Problem Set
	1 Week	5 days	Syllabus: The Process	Post journal entries to the general ledger and prepare a trial balance.	Ledger, Posting, Chart of Accounts, Trial Balance	Ch. 7	Ledger Posting Activity
	1 Week	5 days	Syllabus: The Process	Use a work sheet to plan adjustments and financial statements.	Adjustments, Work Sheet, Accrual Basis	Ch. 8	6-Column Work Sheet Project
	1 Week	5 days	Syllabus: Elements	Prepare financial statements for a sole proprietorship.	Income Statement, Balance Sheet, Statement of Equity	Ch. 9	Sole Prop. Financial Project
	1 Week	5 days	Syllabus: The Process	Record closing entries and prepare a post-closing trial balance.	Closing Entries, Permanent vs. Temporary Accounts	Ch. 10	Post-Closing Trial Balance Test
Unit 2:	1 Week	5 days	Syllabus: Assets	Implement internal controls for cash and perform bank reconciliations.	Bank Rec, Petty Cash, Internal Control	Ch. 11 & 22	Bank Reconciliation Simulation
	2 Weeks	10 days	Syllabus: Merchandising	Account for sales, purchases, and cash receipts/payments.	Sales, Purchases, Discounts, Returns	Ch. 14 & 15	Merchandising Transaction Journal
	1 Week	5 days	Syllabus: Merchandising	Complete the cycle for a merchandising corporation using a 10-column work sheet.	Merchandise Inventory, 10-Column Work Sheet	Ch. 18	Advanced Work Sheet Workshop
	1 Week	5 days	Syllabus: Equity	Prepare corporate financial statements and account for stock.	Common Stock, Paid-in Capital, Retained Earnings	Ch. 19 & 21	Corporate Statement Project
Unit 3:	1 Week	5 days	Syllabus: Fixed Assets	Account for plant assets and calculate depreciation.	Plant Assets, Depreciation, Book Value	Ch. 23	Depreciation Calculation Lab
	1 Week	5 days	Syllabus: Receivables	Manage uncollectible accounts receivable and aging schedules.	Bad Debt Expense, Allowance Method, Aging	Ch. 24	Aging of Accounts Report
	1 Week	5 days	Syllabus: Inventories	Apply FIFO, LIFO, and Weighted Average inventory costing.	FIFO, LIFO, Weighted Average	Ch. 25	Inventory Costing Comparison
	1 Week	5 days	Syllabus: Liabilities	Account for notes payable, receivable, and long-term debt.	Notes Payable, Interest, Principal, Maturity	Ch. 26	Notes & Interest Problem Set
	1 Week	5 days	Syllabus: Analysis	Perform financial ratio analysis and prepare a Statement of Cash Flows.	Ratios, Cash Flow, Operating, Investing	Ch. 26 & Syllabus	Final Analysis Project

Unit	Timeline	Block Days	Standard	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
Chapter 1: Entrepreneurship: Going from an Idea to a Business (Lessons 1-1 to 1-4)	Week 1	5 Days (450 mins)	BMM.HS.16.1.a, BMM.HS.16.1.d, BMM.HS.16.3.a	What is the entrepreneurial mindset? How does the start-up process work? Identify initial financing options and operational strategy.	Entrepreneur, start-up, venture capital, bootstrapping, business strategy, feasibility study	Textbook Ch 1 (1-1 to 1-4), Startup Case Studies	Business Plan Part 1: Ideation & Concept Statement. Brainstorm startup concepts, refine your vision, and complete an initial feasibility summary.
Chapter 1: Entrepreneurship: Going from an Idea to a Business (Lessons 1-5 to 1-7)	Week 2	5 Days (450 mins)	BMM.HS.16.1.b, BMM.HS.16.3.b, BMM.HS.16.3.4	How do businesses scale and grow? Compare and contrast forms of business ownership. What legal and tax implications face a business owner?	Sole proprietorship, partnership, LLC, S-Corp, C-Corp, liability, compliance, EIN (Tax ID)	Textbook Ch 1 (1-5 to 1-7), IRS & NE Secretary of State Portal	Business Plan Part 2: Legal Structure & Business Profile. Formally select and justify your startup's legal form of ownership and outline initial legal/tax registration steps.
Chapter 5: Introduction to Marketing (Lessons 5-1 to 5-5)	Week 3	5 Days (450 mins)	BMM.HS.16.4.a, BMM.HS.16.4.b	What are the fundamental principles of marketing? How do the 4 Ps interact to create a cohesive marketing strategy?	Marketing mix, 4 Ps (Product, Price, Place, Promotion), buying behavior, marketing concept, market segmentation	Textbook Ch 5 (5-1 to 5-5), Classic Marketing Campaign Videos	Business Plan Part 3: Marketing Framework. Define how each of the 4 Ps applies fundamentally to your chosen business idea.
Chapter 6: Understanding Your Customer (Lessons 6-1 to 6-3)	Week 4	5 Days (450 mins)	BMM.HS.16.4.a, NDE Core Marketing	How do business owners conduct primary and secondary market research? Differentiate between consumer buying behavior (B2C) and industrial marketing (B2B).	Primary data, secondary data, demographics, psychographics, target market, B2B, B2C, market analysis	Textbook Ch 6 (6-1 to 6-3), U.S. Census Bureau Data / Target Metrics	Business Plan Part 4: Market Analysis & Customer Personas. Conduct mock consumer interviews and create detailed demographic/psychographic target market profiles.
Chapter 2: Products (Lessons 2-1 to 2-3)	Week 5	5 Days (450 mins)	BMM.HS.16.2.a, BMM.HS.16.4.b	What is the total product offering? Describe the stages of the Product Life Cycle and the critical importance of strategic branding and packaging.	Total product offering, product life cycle, innovation, prototype, branding, trademark, packaging	Textbook Ch 2 (2-1 to 2-3), Brand Identity Style Guides	Business Plan Part 5: Product/Service Line & Branding. Design your startup's logo, slogan, brand guide, and complete a technical product/service description sheet.
Chapter 3: Pricing and Distribution (Lessons 3-1 to 3-5)	Week 6	5 Days (450 mins)	BMM.HS.16.2.c, BMM.HS.16.3.e	How do market forces (supply and demand) and core pricing objectives influence profit? Evaluate strategic distribution channels and supply chain logistics.	Cost-plus pricing, value-based pricing, direct channel, indirect channel, logistics, supply chain, inventory management	Textbook Ch 3 (3-1 to 3-5), Modern Supply Chain Case Studies	Business Plan Part 6: Pricing Strategy & Logistics Plan. Create a pricing matrix matching your target profit margin and map out physical or digital distribution and supply channels.

Chapter 4: Promotion Mix: Tools, Goals, and Strategies (Lessons 4-1 to 4-5)	Week 7	5 Days (450 mins)	BMM.HS.16.4.b, NDE Communications	What elements comprise the promotion mix? How do modern entrepreneurs successfully leverage digital marketing and execute high-engagement social media campaigns?	Promotional mix, public relations, personal selling, digital marketing, conversion rate, impressions, content calendar	Textbook Ch 4 (4-1 to 4-5), Social Media Management Tools	Business Plan Part 7: Integrated Promotional Plan. Outline an omni-channel launch strategy, write a mock press release, and build a 30-day social media content calendar.
Chapter 7: Accounting and Financial Statements (Lessons 7-1 to 7-3)	Week 8	5 Days (450 mins)	BMM.HS.16.1.c, BMM.HS.16.2.e	What is the basic accounting equation? Explain the components, structure, and distinct purpose of the Balance Sheet and the Income Statement.	Accounting equation, assets, liabilities, owner's equity, revenue, net income, balance sheet, income statement	Textbook Ch 7 (7-1 to 7-3), Mock Ledger Templates	Business Plan Part 8A: Startup Costs & Income Projections. Quantify initial capital requirements (equipment, licenses, inventory) and compile Year 1 income projections.
Chapter 7: Accounting and Financial Statements (Lessons 7-4 to 7-5)	Week 9	5 Days (450 mins)	BMM.HS.16.1.c, NDE Financial Literacy	Why is the Cash Flow Statement vital for startup survival? How can financial ratios be utilized to actively measure business risk, liquidity, and overall operational health?	Cash flow statement, liquidity, break-even analysis, profit margin, return on investment (ROI), financial ratio	Textbook Ch 7 (7-4 to 7-5), Financial Excel Modeling Sheets	Business Plan Part 8B: Cash Flow Projections & Break-Even Analysis. Calculate your precise break-even point and compile all previous parts into one unified master Business Plan file.
Course Capstone: Business Plan Finalization & Presentation	Week 10	5 Days (450 mins)	NDE Career Readiness, FBLA / DECA Guidelines	How do you effectively pitch a business concept to potential investors? Synthesize semester course elements into a cohesive, professional venture defense.	Venture pitch, executive pitch, elevator pitch, venture capital presentation, feedback loop	Completed Student Business Plans, Pitch Evaluation Rubrics	Capstone Activity: Final Written Business Plan Submission & Live "Shark Tank" Venture Pitch. Present your finalized plans to classmates and invited local business leaders.

Unit	Timeline	Block Days	Standard	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
Unit 1: Business in a Changing World (Ch. 1-3)	2		BMM.HS.16.1.a, BMM.HS.16.1.b, BMM.HS.16.1.c	Understand the role and types of business in the economy	Business, goods, services, profit, entrepreneur	Textbook Ch. 1, real-world business examples	Quick write: Define business types
	2		BMM.HS.16.2.a, BMM.HS.16.2.c, BMM.HS.16.2.d	Analyze how economic systems affect business operations	Capitalism, socialism, communism, mixed economy, supply, demand	Textbook Ch. 2, economic systems comparison chart	Formative quiz (multiple choice)
	2		Standard 3: Ethics & Social Responsibility; Standard 4: Global Business	Identify factors influencing business ethics and social responsibility; Analyze the impact of globalization on business	Ethics, social responsibility, stakeholders, sustainability, globalization, trade barriers, imports, exports, multinational corporation	Textbook Ch. 3, case studies on ethical dilemmas, video on globalization	Reflective journal entry; Exit ticket: Globalization effects
	2		BMM.HS.16.1, BMM.HS.16.2	Review, apply, and demonstrate mastery of Unit 1 content	All Unit 1 vocabulary	Jeopardy-style review game, textbook Ch. 1-3	Group presentation assessment; Summative test
	2	8 Days	BMM.HS.16.1.d, BMM.HS.16.2.b, BMM.HS.16.2.e	Analyze a local business using Unit 1 concepts	Market research, competitive analysis, business model	Field research or virtual interviews	Project rubric-based grading
Unit 2: Starting and Growing a Business (Ch. 4-5)	2		BMM.HS.16.1.b, BMM.HS.16.1.d	Understand steps to start a business and explore types of business ownership structures	Startup, business idea, feasibility, target market, sole proprietorship, partnership, corporation, LLC, business plan	Textbook Ch. 4, brainstorming activity, business plan template	Class discussion participation; Formative: Business plan draft
	1		BMM.HS.16.2.e	Identify sources of financing for new businesses	Capital, loan, investors, venture capital, crowdfunding	Guest speaker or video on small business financing	Quiz on financing options
	2		Standard 9: Business Growth; Standard 10: Marketing	Analyze business growth strategies and develop basic marketing strategies for startups	Expansion, franchising, merger, acquisition, market penetration, marketing mix, target audience, branding, value proposition	Textbook Ch. 5, case studies, marketing plan outline	Group analysis report; Peer review of marketing plans
	2	7 Days	BMM.HS.16.1.b, BMM.HS.16.1.d, BMM.HS.16.2.e	Apply Unit 2 concepts through role-play and demonstrate mastery of Unit 2 content	All Unit 2 vocabulary	Role-play scenario materials, textbook Ch. 4-5	Role-play rubric; Summative test
Unit 3: Managing for Quality and Competitiveness (Ch. 6-8)	2		Standard 11: Management	Understand management functions and explore leadership styles	Planning, organizing, leading, controlling, management, autocratic, democratic, laissez-faire, transformational leadership	Textbook Ch. 6, real business examples, leadership self-assessment	Concept map creation; Reflective journal
	1		Standard 12: Quality Management	Understand quality control processes	Quality control, TQM, Six Sigma, ISO standards, continuous improvement	Textbook Ch. 7, simulation activity	Group report
	2		Standard 13: Competitiveness; Standard 14: Technology in Business	Analyze competitive strategies in business and evaluate technology's role in management	Competitive advantage, differentiation, cost leadership, SWOT analysis, ERP, CRM, automation, data analytics, cloud computing	Textbook Ch. 8, case studies, video on tech tools	Formative quiz; Exit ticket
	2	7 Days	Standard 11-14	Apply management concepts to simulated business and demonstrate mastery of Unit 3 content	All Unit 3 vocabulary	Simulated business project materials, textbook Ch. 6-8, project presentations	Project rubric; Summative test & presentation grading
Unit 4: Creating the Human Resources Advantage (Ch. 9-10)	2		Standard 15: Human Resources	Understand human resource management functions, explore recruitment and selection processes, and develop employee training plans	Human resources, HR planning, job analysis, recruitment, selection, interview, resume, job description, training, development, onboarding, orientation, performance management	Textbook Ch. 9, group brainstorm, role-play materials, training plan template	Class participation; Peer and teacher feedback; Formative: Training plan draft

Unit	Timeline	Block Days	Standard	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
	2		Standard 16: Employee Relations	Analyze employee relations and conflict resolution; Understand compensation and benefits systems	Labor relations, conflict resolution, negotiation, union, collective bargaining, compensation, benefits, salary, wages, incentives	Textbook Ch. 10, case studies, compensation packages comparison	Reflective journal; Quiz on compensation concepts
	1	5 Days	Standard 15-16	Demonstrate mastery of Unit 4 content	All Unit 4 vocabulary	Textbook Ch. 9-10, review games	Summative test
Unit 5: Marketing: Developing Relationships (Ch. 11-13)	2		Standard 17: Marketing	Understand fundamental marketing concepts and conduct market research	Marketing, customer needs, value, exchange, market segmentation, market research, primary data, secondary data, survey, focus group	Textbook Ch. 11, interactive lecture, survey materials	Quick write: Define marketing; Formative: Survey report
	2		Standard 18: Product & Pricing; Standard 19: Promotion	Analyze product and pricing strategies; Develop promotion and advertising strategies	Product life cycle, branding, pricing strategies, cost-plus, penetration pricing, promotion, advertising, public relations, sales promotion, promotional mix	Textbook Ch. 12, case studies, advertisement campaign materials	Group presentation; Peer review
	1		Standard 20: Distribution	Understand distribution channels	Distribution, supply chain, channels, wholesaler, retailer, logistics	Textbook Ch. 13, video	Exit ticket
	2		Standard 17-20	Develop comprehensive marketing plan	All Unit 5 vocabulary	Marketing plan template, textbook Ch. 11-13	Project rubric
	1	8 Days	Standard 17-20	Demonstrate mastery of Unit 5 content	All Unit 5 vocabulary	Textbook Ch. 11-13	Summative test
Unit 6: Financing the Enterprise (Ch. 14-16)	1		Standard 21: Financial Management	Understand financial management principles	Financial management, budget, financial planning, cash flow	Textbook Ch. 14, budgeting exercise	Formative quiz
	1		Standard 22: Accounting	Apply basic accounting principles	Accounting, assets, liabilities, equity, debit, credit, journal entry	Textbook Ch. 15, practice worksheets	Practice worksheet
	2		Standard 23: Financing; Standard 21: Financial Management	Identify sources of business financing and create business budgets and financial plans	Debt financing, equity financing, stocks, bonds, retained earnings, operating budget, capital budget, pro forma statements	Guest speaker or video, textbook Ch. 16, budgeting templates	Reflective journal; Group budgeting project
	1		Standard 22: Accounting	Analyze and interpret financial statements	Income statement, balance sheet, cash flow statement, financial ratios	Textbook Ch. 15, case studies	Quiz
	2		Standard 21-23	Develop comprehensive business financial plan	All Unit 6 vocabulary	Financial plan template, textbook Ch. 14-16	Project rubric
	1	8 Days	Standard 21-23	Demonstrate mastery of Unit 6 and review course content	All course vocabulary	Textbook Ch. 14-16, comprehensive review games	Summative test & review games

Unit	Timeline	Block Days	Standard	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
Income & Career Exploration	10	5	BMM.HS.22.1	Understand various forms of income and factors affecting earning potential.	Income, Career Clusters, Gross Pay, Net Pay	Career Exploration, Starting a New Job, Taxes and Your Paystub lessons	Creating Resumes, Cover letters, and completing mock job interviews
Understanding Taxes	8	4	BMM.HS.22.1.D, E	Evaluate the impact of taxes and identify tax forms needed for filing.	Taxes, W-4, W-2, 1040, Gross Pay, Net Pay	Taxes and Your Paystub, Teens and Taxes, Time to File, How to File Your Taxes	Complete 1040 tax returns, both on paper on electronically, Tax Quiz
Budgeting Basics & Personal Budgeting	12	6	BMM.HS.22.1.F, BMM.HS.22.2.C	Develop and evaluate a personal budget aligned with financial goals.	Budget, Income, Expenses, Savings, Net Worth	Budgeting Basics, Build Your Budget, Budgeting for Housing, Budgeting for Food	Create a personl budget for various times in your life. (College, Monthly, etc.)
Saving and Investing Fundamentals	14	7	BMM.HS.22.2.A, B, D, E, F	Compare saving and investing strategies; analyze compound interest and retirement planning.	Saving, Investing, Compound Interest, Risk, Return, IRA, 401K	Why Should I Invest?, Start Investing, How to Invest for Retirement, Managing Risk	Utilize online stock market simulations (marketwatch.com). Investing Quiz
Financial Institutions & Payment Methods	10	5	BMM.HS.22.3.A, B, D, E, F	Describe financial institutions, payment methods, and privacy/security in financial exchanges.	Checking Account, Debit, Credit, EFT, Fraud, Identity Theft	Checking Accounts, Digital Wallets & P2P Apps, Identity Theft, Online and Mobile Banking	Compare Banking and Interest student activity
Credit & Debt Management	12	6	BMM.HS.22.4.A, B, C, D, E	Understand creditworthiness, costs of credit, consumer rights, and protecting credit identity.	Credit Score, Collateral, Interest, Loan, Identity Theft	Intro to Credit, Your Credit Report, Using Credit Cards Wisely, Debt Management, Scams & Fraud	Worksheet and Unit Quiz
Consumer Decision Making	10	5	BMM.HS.22.5.A, B, C, D, F, G	Apply decision-making models using consumer rights, comparison shopping, and market factors.	Consumer Rights, Comparison Shopping, Leasing, Supply & Demand, Advertising	Comparison Shopping, Buying a Car Mini-Unit, RESEARCH: CFPB and FTC, Advertisements & Dark Patterns	Decision Making practice activity and Unit Quiz
Insurance & Risk Management	8	4	BMM.HS.22.6.A, B, C, D, E, F	Explain insurance types, risk management strategies, and develop insurance coverage plans.	Premium, Deductible, Risk, Liability, Health Insurance, Auto Insurance	Intro to Insurance, Auto Insurance, Renters & Homeowners Insurance, How Health Insurance Works	Create a presentation details the process of buying insurance and filing a claim
Postsecondary Education Financing	6	3	BMM.HS.22.7.A, B, C, D, E	Analyze pathways to education, FAFSA, funding options, and repayment strategies.	FAFSA, Scholarships, Grants, Student Loans, Work-study	Career Exploration, Paying for College 101, Applying for the FAFSA, Student Loans, Financial Aid Packages	Analyze financial aid packages. Have counselors present information about specific scholarship appliactions

Unit	Timeline	Block Days	Standard	Learning Goal/Essential Questions	Vocabulary	Resource	Detailed Assessment/ Activity
1. Introduction to Sports Marketing	10	5	BMM.1.1, BMM.1.2	Remember and understand key concepts and roles of sports marketing in the business environment.	Sports marketing, target market, branding, promotion	Textbook: Chapter 1 (pp. 1-25); Case Study: Nike's brand strategy overview. Differentiation: Use graphic organizers for vocabulary support. Extension: Research a local sports team's marketing approach.	Quiz: Chapters 1-2, Build a marketing plan for a new league activity
2. Market Research and Consumer Behavior	12	6	BMM.2.1, BMM.2.3	Analyze consumer behavior and apply market research techniques to identify target audiences.	Market research, demographics, psychographics, data analysis	Textbook: Chapter 3 (pp. 70-95); Real-world example: Fan surveys for NFL teams.Scaffolding: Provide guided questions for data interpretation.	Chapter 3 Quiz: Understanding the Consumer
3. Sports Product and Brand Management	12	6	BMM.3.1, BMM.3.2	Evaluate sports products and develop brand management strategies to enhance customer loyalty.	Brand equity, product lifecycle, licensing, sponsorship	Textbook: Chapter 4 (pp. 96-120); Case Study: MLB licensing deals.Extension: Create a mini brand plan for a hypothetical sports product.	Chapter 4 Quiz: Market Research and Analytics
4. Promotion and Advertising in Sports	14	7	BMM.4.1, BMM.4.3	Create promotional campaigns using advertising principles tailored to sports audiences.	Advertising, promotion mix, media planning, endorsements	Textbook: Chapter 5 (pp. 121-150); Examples: Super Bowl ads analysis.Scaffolding: Use templates for campaign planning.	Chapter 5: Market Segmentation and Tarket Marketing
5. Sales and Ticketing Strategies	10	5	BMM.5.1, BMM.5.2	Apply sales techniques and ticketing strategies to maximize revenue in sports organizations.	Sales funnel, ticketing, pricing strategies, upselling	Textbook: Chapter 6 (pp. 151-175); Case Study: Dynamic pricing in NBA ticket sales.Differentiation: Role-play sales scenarios.	Chapter 6 Quiz: The Product of Sports

6. Sponsorship and Endorsements	10	5	BMM.6.1, BMM.6.3	Analyze sponsorship and endorsement deals and assess their impact on brand visibility.	Sponsorship, endorsement, ROI, brand alignment	Textbook: Chapter 7 (pp. 176-200); Real-world example: Athlete endorsements in the Olympics.Extension: Evaluate a current sports sponsorship deal.	Chapter 7 Quiz: Managing Sports Brands
7. Digital and Social Media Marketing	10	5	BMM.7.1, BMM.7.2	Create digital marketing content and analyze social media strategies for sports marketing.	Social media, content marketing, engagement, analytics	Textbook: Chapter 8 (pp. 201-225); Case Study: Social media campaigns by FIFA.Scaffolding: Provide examples of effective posts and analytics tools.	Chapter 8 Quiz: Promotion
8. Ethics and Legal Issues in Sports Marketing	6	3	BMM.8.1, BMM.8.2	Evaluate ethical and legal considerations in sports marketing decisions.	Ethics, intellectual property, contracts, compliance	Textbook: Chapter 9 (pp. 226-245); Discussion: Ethical dilemmas in athlete endorsements.Differentiation: Debate activity on ethical scenarios.	Chapter 9 Quiz: Public Relations
9. Capstone Project and Review	6	3	All relevant standards	Create and present a comprehensive sports marketing plan incorporating course concepts.	All key vocabulary reviewed	Project guidelines and rubric; Review materials from all chapters.Extension: Peer review and feedback sessions.	Create a comphrensive marketing plan for an expansion sports franchise. (Play fantasy football in the fall, baseball in the spring.)

Grade	Unit	Pacing	ISTE Standards For Students	Learning Goals	Instructional Materials	Assessment
K-4	KidPix	K-4	1.1.d	Introduction to hand/eye coordination using a mouse and comupter screen. Using KidPix to practice typing projects and creating art to connect to writing.	KidPix computer program	informal
	Code.org	K-4	1.2.a, 1.2.b, 1.2.c, 1.2.d	Introduction to computer programming using code.org. Students will practice logic thinking, troubleshooting, and basic coding design.	Free access to code.org	informal
	CommonSense Media	K-4	1.2.a, 1.2.b, 1.2.c, 1.2.d	Students recognize the responsibilities and opportunities for positively contributing to their digital communities.	Free access to commonsensemedia.org	informal
2-4	Google	2-4	1.2.a, 1.2.b, 1.2.c, 1.2.d, 1.1.d	Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.	KidPix computer program	informal
	Canva	2-4	1.4.a, 1.6.a, 1.6.b,.1.6.c, 1.6.d	Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.	access to canva.com	informal
	Typing.com	2-4	1.1.d	Students understand fundamental concepts of how technology works, demonstrate the ability to choose and use current technologies effectively, and are adept at thoughtfully exploring emerging technologies.	Free access to typing.com	informal

Grade	Unit	Pacing	ISTE Standards For Students	Learning Goals	Instructional Materials	Assessment
7	Google Slides	6 days	1.1.a, 1.1.d, 1.2.b, 1.6.a, 1.6.d, 1.7.c	Student use technology fundamentals and complete a project by communicating completly online - not face-to-face. They then present their project to the class.	Google Account with slides access	Google Slides Party Plan project
7	Google Sheets	6 days	1.1.d, 1.3.d, 1.5.b	Introduction to Google Sheets for students. The students will be introduced to adding data, creating charts, using functions and creating their own formulas.	Google Account with sheets access	Completed Google Sheets projects
7	Coding	10 days	1.4.a, 1.4.c, 1.4.d, 1.5.a, 1.5.d	Introduce students to scratch coding, reinforcing the basic block coding from code.org they learned in elementary school. Students will practice logic thinking, troubleshooting, and basic coding design.	scratch.mit.edu websites	Completed maze coded by student
7	Mulitmedia	6 days	1.1.d, 1.6.b, 1.6.d	Students are introduced to basic design techniques and technology fundamentals.	Google account to login to Canva.com & picmonkey.com	Multimedia design
7	Digital Citizenship	6 days	1.2.a, 1.2.b, 1.2.c, 1.2.d, 1.3.b, 1.3.d	Introduce students to Digital Citizenship ideas of protecting privacy online, social media ethics and safety, cyberbullying, digital footpring and online safety.	online videos to provide information and spark conversation	Completed Digital Citizenship Poster
8	Google Sites	6 days	1.1.d, 1.3.a, 1.3.b, 1.3.c, 1.4.a	Introduce students to basic website creation with drag and drop/copy and paste creation	Google accounts with access to Google Sites	3-page Google Site
8	Stop Motion Video	6 days	1.1.d, 1.4.a, 1.4.b, 1.6.d, 1.7.a, 1.7.c	Introduce students to stop motion video making and using iPads	iPads with iStop motion app	iStop Motion video
8	iMovie	10 days	1.1.d, 1.3.a, 1.3.b, 1.3.c, 1.4.a, 1.4.b, 1.6.b, 1.6.c, 1.6.d, 1.7.c	Introduce students to iMovie basics, adding photos, video, and sound. We discuss copyright and using high quality images and video.	computer with iMovie program	iMovie bucket list project and state commercial projects
8	Animation	3 days	1.1.d, 1.4.a, 1.4.b, 1.6.b	Introduce students to basic animation techniques.	wickeditor.com website	Wick animation
8	Photoshop	6 days	1.1.d, 1.4.a, 1.4.b, 1.6.b	Introduce student to the Photoshop program and basic tools inside of Photoshop.	Adobe Photoshop program and accounts	Photoshop word project
8	Green Screen	3 days	1.1.d, 1.4.a, 1.4.b, 1.6.b	Create green screen pictures/videos	iPads with Green Screen app	Green screen photos added to iMovie Project

COURSE DESCRIPTION IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices	Unit Taught
CS.HS.1 Demonstrate and describe best practices of computer literacy.	Module 1 Computer Literacy
CS.HS.1.a Interpret potential beneficial and harmful effects of computing innovations and emerging technologies, including artificial intelligence.	
CS.HS.1.b Identify and explain how hardware componenets and software applications meet the needs of the end user.	
CS.HS.1.c Demonstrate and effective and efficient searches.	
CS.HS.1.d Select and use appropriate software to complete tasks in a variety of educational and professional settings.	
CS.HS.1.e Indentify information technologies used in various industries and potential careers in those industries.	
CS.HS.2 Analyze ethical practices and behaviors of digital citizenship.	Module 2 Digital Citizenship
CS.HS.2.a Examine and evaluate cultural, social, and ethical issues associated with information technology.	
CS.HS.2.b Apply digital literacy by assessing the validity, accuracy, and appropriateness of information.	
CS.HS.2.c Describe how algorithms may result in both intentional and unintentional bias.	
CS.HS.2.d Investigate how applications of computing can have legal implications.	
CS.HS.2.e Evaluation safety and secruity measures for protecting information and managing digital footprints.	
CS.HS.3 Apply concepts of Information Technology.	Module 3 Information Technology
CS.HS.3.a Identify and describe computing hardware components.	
CS.HS.3.b Perform operations on digital files stored on local devices and remote/cloud storage.	
CS.HS.3.c Compare and contrast the functions, features, and limitations of different operations systems and utilities.	
CS.HS.3.d Troubleshoot computer hardware and software.	
CS.HS.3.e Define components of computer networks.	
CS.HS.3.f Explain how data is sent through the internet.	
CS.HS.3.g Interpret and draw conclusion based on a data set.	
CS.HS.3 Analyze the fundamentals of cybersecurity.	Module 4 Cybersecurity
CS.HS.3.a Describe cryptography, encryption, and ciphers.	
CS.HS.3.b Identify methods to protect personal devices, information, and systems.	
CS.HS.3.c Compare and contrast federal, state, local, and international cybersecurity policies.	
CS.HS.5 Apply concepts of computational thinking.	Module 5 Computational Thinking
CS.HS.5.a Define the term algorithm and explain its relationship to computational solutions.	
CS.HS.5.b Decompose a complex problem into distinct parts.	
CS.HS.5.c Identify and develop computational solutions to problems.	
CS.HS.5.d Define abstraction in terms of computer science and explain how it is used to manage complexity.	
CS.HS.5.e Represent equivalent data using different encoding schemes.	
CS.HS.6 Implement programming literacy practices to create computational artifacts.	Module 6 Programming
CS.HS.6.a Predict the result of output of code execution.	
CS.HS.6.b Develop programs that use sequences of statements, variables, loops and conditionals.	
CS.HS.6.c Write documentation describing the function of computational artifacts.	
CS.HS.6.d Design and develop computational artifacts that address personally or socially relevant concerns.	
CS.HS.6.e Use abstractions to manage complexity or avoid duplication of effort.	
CS.HS.6.f Using existing procedures within a program or lanaguage based on documentation.	

Unit	Pacing	NE Standards	Learning Goals	Instructional Materials	Assessment
Module 1 - Computer Literacy	1 Week	CS.HS.1 Demonstrate and describe best practices of computer literacy.	CS.HS.1.a Interpret potential beneficial and harmful effects of computing innovations and emerging technologies, including artificial intelligence. CS.HS.1.b Identify and explain how hardware componenets and software applications meet the needs of the end user. CS.HS.1.c Demonstrate and effective and efficient searches. CS.HS.1.d Select and use appropriate software to complete tasks in a variety of educational and professional settings. CS.HS.1.e Indentify information technologies used in various industries and potential careers in those industries.	NDE Canvas Course PowerPoint	Computer History Search Google Search Activity IT News Discussion Post IT in Career Fields Presentation Test
Module 2 - Digital Citizenship	1 Week	CS.HS.2 Analyze ethical practices and behaviors of digital citizenship.	CS.HS.2.a Examine and evaluate cultural, social, and ethical issues associated with information technology. CS.HS.2.b Apply digital literacy by assessing the validity, accuracy, and appropriateness of information. CS.HS.2.c Describe how algorithms may result in both intentional and unintentional bias. CS.HS.2.d Investigate how applications of computing can have legal implications. CS.HS.2.e Evaluation safety and secruity measures for protecting information and managing digital footprints.	NDE Canvas Course PowerPoint	Hoaxes & Bias Filter Bubbles Clicks for Cash Filter Bubble Big Data & New Tech Online Reputation Curated Lives Digital Footprint Test
Module 3 - Information Technology	2 Weeks	CIS.HS.12.2 Identify and analyze hardware components.	CS.HS.3.a Identify and describe computing hardware components. CS.HS.3.b Perform operations on digital files stored on local devices and remote/cloud storage. CS.HS.3.c Compare and contrast the functions, features, and limitations of different operations systems and utilities. CS.HS.3.d Troubleshoot computer hardware and software. CS.HS.3.e Define components of computer networks. CS.HS.3.f Explain how data is sent through the internet. CS.HS.3.g Interpret and draw conclusion based on a data set.	NDE Canvas Course PowerPoint	Operating Systems Through History Uncle Sal Project Trashketball Activity Favorites Project Test
Module 4 - Cybersecurity	2 Weeks	CS.HS.3 Analyze the fundamentals of cybersecurity.	CS.HS.3.a Describe cryptography, encryption, and ciphers. CS.HS.3.b Identify methods to protect personal devices, information, and systems. CS.HS.3.c Compare and contrast federal, state, local, and international cybersecurity policies.	NDE Canvas Course PowerPoint	Password Strenghts Cyber Lab Policy Create Your Own Policy Mary Queen of Scotts Caesar Cipher Vigenere Cipher Create Your Own Cipher Test
Module 5 - Computational Thinking	2 Weeks	CS.HS.5 Apply concepts of computational thinking.	CS.HS.5.a Define the term algorithm and explain its relationship to computational solutions. CS.HS.5.b Decompose a complex problem into distinct parts. CS.HS.5.c Identify and develop computational solutions to problems. CS.HS.5.d Define abstraction in terms of computer science and explain how it is used to manage complexity. CS.HS.5.e Represent equivalent data using different encoding schemes.	NDE Canvas Course PowerPoint	Brushing Your Teeth & Washing Your Hand Card Sorting Paper Airplane Binary Numbers ASCII Text Hexadecimal Number RGB Colors Favicon Test
Module 6 - Programming	2 Weeks	CS.HS.6 Implement programming literacy practices to create computational artifacts.	CS.HS.6.a Predict the result of output of code execution. CS.HS.6.b Develop programs that use sequences of statements, variables, loops and conditionals. CS.HS.6.c Write documentation describing the function of computational artifacts. CS.HS.6.d Design and develop computational artifacts that address personally or socially relevant concerns. CS.HS.6.e Use abstractions to manage complexity or avoid duplication of effort. CS.HS.6.f Using existing procedures within a program or lanaguage based on documentation.	NDE Canvas Course PowerPoint	I/O & Variables Conditionals Loops Functions Lists

COURSE DESCRIPTION Foundations of Computing is designed for students who have never programmed before and serves as a starting point for Computer Science. Students will explore the impact of computing on society. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis.	Unit Taught
CIS.HS.8.1 Summarize computational problems.	Unit 1, Lesson 2: The Problem Solving Process
CIS.HS.8.1.a Identify component parts or subproblems of a simple problem.	Unit 3, Lesson 1: Programming for a Purpose Unit 3, Lesson 2: Plotting Shapes Unit 3, Lesson 3: Drawing in Game Lab Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables
CIS.HS.8.1.b Identify subproblems that make up a larger computational problem.	Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 6: Random Numbers Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 9: Sprite Properties
CIS.HS.8.1.c Explain how solutions to multiple subproblems work together to solve a larger problem.	Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 6: Random Numbers Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 9: Sprite Properties
CIS.HS.8.1.d Define the term algorithm and explain its relationship to computational solutions.	Unit 5, Lesson 8: Project - Create a Representation Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation
CIS.HS.8.2 Develop and use abstractions in computational artifacts.	Unit 3, Lesson 8: Sprites Unit 3, Lesson 10: Text Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 15: Conditionals
CIS.HS.8.2.a Define abstraction in terms of computer science and provide an example of how abstraction is used to manage complexity.	Unit 3, Lesson 25: Functions Unit 3, Lesson 23: Collisions Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 19: Velocity
CIS.HS.8.2.b Represent equivalent data using different encoding schemes (e.g., binary, unicode, Morse code, student-created codes).	

CIS.HS.8.2.c Use abstraction to manage complexity or avoid duplication of effort.	Unit 3, Lesson 25: Functions Unit 3, Lesson 23: Collisions Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 19: Velocity
CIS.HS.8.2.d Use and extend existing procedures within a program based on their documentation.	Unit 3, Lesson 8: Sprites Unit 3, Lesson 10: Text Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 12: The Draw Loop
CIS.HS.8.2.e Identify repetitive elements of program code and develop functionally equivalent versions that reduce redundant code or hide the complexity of a task.	Unit 3, Lesson 24: Functions
CIS.HS.8.3 Create computational artifacts.	Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 11: Mini-Project - Captioned Scenes Unit 3, Lesson 14: Mini-Project - Animation Unit 3, Lesson 18: Project - Interactive Card Unit 3, Lesson 21: Mini-Project - Side Scroller Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game
CIS.HS.8.3.a Create variables to store data in a program.	Unit 3, Lesson 5: Variables Unit 3, Lesson 8: Sprites
CIS.HS.8.3.b Use and update data stored in variables.	Unit 3, Lesson 5: Variables Unit 3, Lesson 8: Sprites Unit 3, Lesson 9: Sprite Properties Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 19: Velocity
CIS.HS.8.3.c Develop programs that use sequences of statements, loops, and conditional statements.	Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 15: Conditionals Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game
CIS.HS.8.3.d Design and develop computational artifacts that address personally- or socially relevant concerns.	Unit 3, Lesson 11: Mini-Project - Captioned Scenes Unit 3, Lesson 14: Mini-Project - Animation Unit 3, Lesson 18: Project - Interactive Card
CIS.HS.8.4 Use data to understand and model real-world situations.	Unit 5, Lesson 11: Interpreting Data Unit 5, Lesson 12: Making Decisions with Data Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation

CIS.HS.8.4.a Filter or transform data using a computational tool.	Unit 5, Lesson 9: Problem Solving With Data Unit 5, Lesson 10: Structuring Data Unit 5, Lesson 11: Interpreting Data Unit 5, Lesson 12: Making Decisions with Data
CIS.HS.8.4.b Explain the results of a data-driven investigation and a reproducible process for computing the results.	Unit 5, Lesson 11: Interpreting Data Unit 5, Lesson 12: Making Decisions with Data Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation
CIS.HS.8.4.c Use and modify a computer simulation to understand a real-world system.	Unit 5, Lesson 11: Interpreting Data Unit 5, Lesson 12: Making Decisions with Data Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation"
CIS.HS.8.4.d Adjust inputs to an existing simulation to gain additional insights.	Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation
CIS.HS.8.5 Test and iteratively refine computational solutions.	Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 11: Mini-Project - Captioned Scenes Unit 3, Lesson 14: Mini-Project - Animation Unit 3, Lesson 18: Project - Interactive Card Unit 3, Lesson 21: Mini-Project - Side Scroller Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game
CIS.HS.8.5.b Apply an iterative design process to solve problems, both independently and collaboratively.	Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 11: Mini-Project - Captioned Scenes Unit 3, Lesson 14: Mini-Project - Animation Unit 3, Lesson 18: Project - Interactive Card Unit 3, Lesson 21: Mini-Project - Side Scroller Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game
CIS.HS.8.5.c Locate and diagnose errors in program code.	Unit 3, Lesson 3: Drawing in Game Lab Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 21: Mini-Project - Side Scroller Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game
CIS.HS.8.5.d Correct errors in program code.	Unit 3, Lesson 3: Drawing in Game Lab Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 21: Mini-Project - Side Scroller Unit 3, Lesson 24: Mini-Project - Flyer Game Unit 3, Lesson 28: Project - Design a Game

Lesson	**Pacing** (based on 90 minute block)	Learning Goals	
Code.org Unit 1 - Problem Solving and Computing			
Lesson 4: What is a Computer?	0.5	Students will be able to: Choose problems that can be solved with computing and justify those choices. Identify a computer as a machine that works with information Reason about whether particular objects are or are not computers.	
Lesson 5: Input and Output	0.5	Students will be able to: Explain the role that input and output take when computers are used to solve information problems. Select the inputs and outputs used to perform common computing tasks"	
Lesson 6: Processing	0.5	Students will be able to: Define processing as the work done (possibly by a computer) to turn an input into an output Determine which types of processing are appropriate for a particular computing problem. Identify several common types of processing used in computing.	
Lesson 7: Storage	0.5	Students will be able to: Determine which information in a computing problem should be stored for later use. Identify guidelines regarding what information should and should not be stored as part of the computing process. Use the input-output-storage-processing model to describe a computing process.	
Lesson 8: Project - Propose an App	2.5	Students will be able to: Design an app that inputs, outputs, stores, and processes information in order to solve a problem Identify and define a problem that could be solved using computing Provide and incorporate targeted peer feedback to improve a computing artifact	

NDE Introduction to Computer Science and Technology Supplemental Lessons The following lessons are supplemental to fulfill the new Nebraska state standards. The lessons can be accessed in the Canvas Commons or by downloading .imscc file for Schoology users.			
Module 1 | Computer Literacy (CST) Emerging Technology Presentation	0.5	Students will be able to describe potential benefits and harms of emerging technologies, including AI.	
Module 2 | Digital Citizenship (CST) Hoaxes & Bias	0.5	Students will be able to evaluate cultural, social, and ethical implications of technology use.	
Module 2 | Digital Citizenship (CST) Clicks for Cash	0.5	Students will be able to investigate how online behaviors and applications can have legal consequences.	
Module 2 | Digital Citizenship (CST) Digital Footprint	0.5	Students will be able to evaluate strategies to protect digital identity and describe how data is sent over the internet.	
Module 2 | Digital Citizenship (CST) Filter Bubble	0.5	Students will be able to demonstrate effective online searches and understand how filter bubbles affect results.	
Module 2 | Digital Citizenship (CST) Protecting Your Stuff	0.5	Students will be able to identify methods to secure devices and safeguard personal information.	
Module 2 | Digital Citizenship (CST) Hoaxes & Bias	0.5	Students will be able to assess the accuracy and bias of online information.	
Module 4 | Hardware & Software (CST) Troubleshooting Basics	0.5	Students will be able to identify and troubleshoot basic computer hardware and software problems.	

Module 5 | Cybersecurity (CST) Cybersecurity Laws & Agencies	0.5	Students will be able to compare cybersecurity laws and policies at different levels of government.	
Code.org Unit 3 - Interactive Animations and Games			
Lesson 1: Programming for a Purpose	0.5	Students will be able to: Create a prototype of an animation or game design to meet the needs of a user using the problem-solving process Identify features of an animation or game design that match the needs of users Understand the steps of the problem-solving process	
Lesson 2: Plotting Shapes	0.5	Students will be able to: Communicate how to draw an image in Game Lab, accounting for shape position, color, and order Reason about locations on the Game Lab coordinate grid	
Lesson 3: Drawing in Game Lab	0.5	Students will be able to: Sequence code correctly to overlay shapes. Use a coordinate system to place elements on the screen.	
Lesson 4: Shapes and Parameters	0.5	Students will be able to: Use and reason about drawing commands with multiple parameters	
Lesson 5: Variables	0.5	Students will be able to: Identify a variable as a way to label and reference a value in a program Use variables in a program to store a piece of information that is used multiple times	
Lesson 6: Random Numbers	0.5	Students will be able to: Generate and use random numbers in a program Update a value stored in a variable	
Lesson 7: Mini-Project - Robot Faces	0.5	Students will be able to: Apply variables, shapes, and ranomNumber concepts to create a program. Use a structured process to plan and develop a program.	

Lesson 8: Sprites	0.5	Students will be able to: Create and use a sprite	
Lesson 9: Sprite Properties	0.5	Students will be able to: Use dot notation to update a sprite's properties	
Lesson 10: Text	0.5	Students will be able to: Place text on the screen using a coordinate plane. Use arguments to control how text is displayed on a screen.	
Lesson 11: Mini-Project - Captioned Scenes	0.5	Students will be able to: Use a structured process to plan and develop a program.	
Lesson 12: The Draw Loop	0.5	Students will be able to: Explain how the draw loop allows for the creation of animations in Game Lab Use the draw loop in combination with the randomNumber() command, shapes, and sprites to make simple animations	
Lesson 13: Sprite Movement	0.5	Students will be able to: Identify which sprite properties need to be changed, and in what way, to achieve a specific movement Use the counter pattern to increment or decrement sprite properties	
Lesson 14: Mini-Project - Animation	0.5	Students will be able to combine different programming patterns to make a complete animation	
Lesson 15: Conditionals	0.5	Students will be able to: Use conditionals to react to changes in variables and sprite properties	
Lesson 16: Keyboard Input	0.5	Students will be able to: Move sprites in response to keyboard input Use conditionals to react to keyboard input	

Lesson 17: Mouse Input	0.5	Students will be able to: Respond to a variety of types of user input. Use an if-else statement to control the flow of a program.	
Lesson 18: Project - Interactive Card	3	Students will be able to: Apply an iterator pattern to variables or properties in a loop Sequence commands to draw in the proper order Use conditionals to react to keyboard input or changes in variables / properties	
Lesson 19: Velocity	0.5	Students will be able to apply the counter pattern to control sprite movement.	
Lesson 20: Collision Detection	0.5	Students will be able to implement collision detection using conditional statements.	
Lesson 21: Mini-Project – Side Scroller	1	Students will be able to plan and develop a scrolling platformer-style game.	
Lesson 22: Complex Sprite Movement	0.5	Students will be able to combine velocity and conditionals for advanced movement.	
Lesson 23: Collisions	0.5	Students will be able to use conditionals to manage multiple collision outcomes.	
Lesson 24: Mini-Project – Flyer Game	1	Students will be able to design a flying obstacle avoidance game.	
Lesson 25: Functions	0.5	Students will be able to define and call functions with and without parameters.	
Lesson 26: The Game Design Process	0.5	Students will be able to follow an iterative game development cycle.	
Lesson 27: Using the Game Design Process	0.5	Students will be able to incorporate peer feedback into a game prototype.	
Lesson 28: Project – Design a Game	3	Students will be able to design, develop, and present a complete interactive game.	
Code.org Unit 5 - Data and Society			

Lesson 1: Representation Matters	0.5	Students will be able to: Choose the best way to represent some information based on how it will be used. Provide examples of how representing data in different ways can affect its ability to solve different problems.	
Lesson 2: Patterns and Representation	0.5	Students will be able to: Create and use a system for representing information Describe the necessary features of a system for representing information	
Lesson 3: ASCII and Binary Representation	0.5	Students will be able to: Define a binary system as one that uses just two possible states to represent information Use the ASCII system to encode and decode text information in binary	
Lesson 4: Representing Images	0.5	Students will be able to: Create and manipulate binary patterns to represent black and white images Describe common features of systems used to represent information in binary	
Lesson 5: Representing Numbers	0.5	Students will be able to: Extend a representation system based on patterns. Use a binary system to represent numbers.	
Lesson 6: Combining Representations	0.5	Students will be able to: Determine the most appropriate encoding system for a given piece of information. Use multiple binary systems to decode information.	
Lesson 7: Keeping Data Secret	0.5	Students will be able to: Apply a method of encryption to ensure the secure transmission of data. Describe the reasons encryption is needed to protect personal data	

Lesson 8: Project - Create a Representation	0.5	Students will be able to: Choose and justify the use of different binary representation systems depending on the information being represented Create a generalized representation system for many instances of a complex type of information Encode and decode information represented in binary numbers and ASCII text	
Lesson 9: Problem Solving With Data	0.5	Students will be able to: Identify and collect relevant data to help solve a problem. Use data to draw conclusions. Use the problem solving process to answer a question using data.	
Lesson 10: Structuring Data	0.5	Students will be able to: Create a bar chart based on a set of data. Explain why a set of data must be cleaned before a computer can use it. Identify and remove irrelevant data from a data set.	
Lesson 11: Interpreting Data	0.5	Students will be able to: Use cross tabulation to find patterns and relationships in data Visually organize data to highlight relationships and support a claim.	
Lesson 12: Making Decisions with Data	0.5	Students will be able to: Identify additional data that could be collected to improve a decision Use tables and visualizations summarizing data to support a decision	
Lesson 13: Automating Data Decisions	0.5	Students will be able to: Design and implement an algorithm for making decisions using data as inputs Explain the benefits and drawbacks of using computers for automated decision making Interpret collected data to identify patterns	

Lesson 14: Problem Solving with Big Data	0.5	Students will be able to: Determine data that would be helpful in solving a problem, and how that data could be collected. Distinguish between data that users intentionally and unintentionally produce. Give examples of how data is collected from sensors and tracking user behavior.	
Lesson 15: Data and Machine Learning	0.5	Students will be able to: Reason about how human bias plays a role in machine learning. Train and test a machine learning model.	
Lesson 16: Project - Make a Recommendation	3	Students will be able to: Apply the data problem solving process to a personally relevant topic Determine appropriate sources of data needed to solve a problem	
Total Days:	39.5		

COURSE DESCRIPTION Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact (addresses a real-world problem or need), and gain a broader understanding of how computer science impacts people and society.	**CWC Coverage**	Code.org
CIS.HS.2.1 Identify and develop computational problems and solutions.	Unit 1-5 Design Challenges and Personal Project	
CIS.HS.2.1.a Utilize user-centered research and a development process to create innovative software solutions.	Unit 1 Lab: Project Design Document	
CIS.HS.2.1.b Describe the identified algorithms using foundational principles of sequence, iteration, and selection with “non-code” techniques (e.g., pseudo code, flow charts, and sequence diagrams).	Units 1.4, 2.1, 2.4: Pseudo-code structure shown in comments and logical flow	
CIS.HS.2.1.c Analyze the difference between algorithms that run in a reasonable amount of time, those that do not run in a reasonable amount of time, and those that are not solvable with a computer.		Unit 10, Lesson 3: Unreasonable Time
CIS.HS.2.1.d Identify patterns between previously-solved computational problems and new problem scenarios.	Unit 1-2 project re-use and skill transfer (obstacle patterns to animal collisions)	
CIS.HS.2.1.e Describe linear and binary search techniques and explain their appropriateness for a given data set.		Code.org Unit 10: Searching & algorithm comparison
CIS.HS.2.1.f Design a solution to a computational problem as a team.	Unit 1 Lab: Students plan team projects	
CIS.HS.2.1.g Explain how collaboration impacts the development of a solution.	CWC Personal project feedback sessions and peer collaboration	
CIS.HS.2.2 Construct abstractions in computational artifacts.	All Units: C# constructs (variables, functions, object references)	
CIS.HS.2.2.a Define how the term abstraction is used within the field of computer science.	Unit 1.3-1.4: Variables, functions, and components as abstractions	
CIS.HS.2.2.b Deconstruct a complex problem into distinct functional parts using predefined constructs of a programming language (e.g., functions, procedures, and methods).	Unit 1, Lessons 1.3–1.4; Unit 2, Lessons 2.1–2.4: Functions for movement, camera, etc.	
CIS.HS.2.2.c Develop procedures or functions that use parameters to generalize behaviors in a program.	Unit 4, Lesson 4.4: Custom methods with parameters (SpawnManager)	
CIS.HS.2.2.d Create an abstraction of data in order to manage problem complexity (e.g., using a list instead of multiple discrete variables).	Unit 2, Lesson 2.4: Random animal spawning using lists (array abstraction)	
CIS.HS.2.2.e Investigate the advantages of a given data abstraction over others to manage complexity and/or readability in a program.	Not emphasized – add reflection on abstraction choice in Unit 2, Lesson 2.4 and Unit 4, Lesson 4.4	Unit 5, Lessons 2–3: Managing complexity with data abstraction
CIS.HS.2.2.f Explain how modeling and simulation can be used to explore natural phenomena.	Lesson 1.3, 1.4, 2.1: Rigidbody gravity simulation and AI movement model natural phenomena	
CIS.HS.2.3 Create computational artifacts.	All Units: Project-based programming and debugging	

CIS.HS.2.3.a Create programs that demonstrate concepts of sequence, selection, and iteration.	Sequence: Throughout all units Selection: Unit 2, Lesson 2.1 Iteration: Unit 4, Lesson 4.4	
CIS.HS.2.3.b Develop programs with nested loops and/or nested conditionals.	Not explicitly covered – recommend adding mini-lesson in Unit 4 or Personal Project	
CIS.HS.2.3.c Implement interactive programs that process user input and/or respond to events in the system.	Unit 1, Lesson 1.4; Unit 2, Lessons 2.2 and 2.4: Input and event-driven behavior	
CIS.HS.2.3.d Develop programs that use lists or other collection types to hold or manage data.	Unit 2, Lesson 2.4: Prefab array and list-based animal spawning	
CIS.HS.2.3.e Integrate grade-level-appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.	Unit 1, Lesson 1.3; Unit 2, Lesson 2.2: 3D coordinate geometry, vector translation, speed & physics-based calculations	
CIS.HS.2.3.f Analyze and interpret documentation for functions and use them as part of a computational artifact.	Unit 1, Lesson 1.2: Referencing Unity/Visual Studio documentation (`Translate()`, `GetComponent()`)	
CIS.HS.2.4 Use data to understand and model real-world situations.		Code.org Unit 5: Data and Society – Lessons 1-5 cover data collection, analysis, and modeling
CIS.HS.2.4.a Explain how abstractions on binary numbers are used to represent and store various kinds of data in computer systems (e.g., hexadecimal color codes, Unicode characters, audio, and videos).	Implicit in Unity: Color (RGB floats), strings (Unicode), audio files – abstracted binary representations	Code.org Unit 1, Lesson 2: Representing Information Digitally
CIS.HS.2.4.b Convert numbers between binary, decimal, and hexadecimal.		Code.org Unit 1, Lesson 3: Number Systems (Binary, Decimal, Hex)
CIS.HS.2.4.c Analyze the tradeoffs among various representations of a type of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).		Unit 1, Lesson 4: Lossy vs. Lossless Compression
CIS.HS.2.4.d Describe techniques for extracting information from data and identify common challenges with data processing.		Unit 5, Lesson 3: Filtering and cleaning data
CIS.HS.2.4.e Use a computational tool to collect, transform, and analyze data to gain new insights and knowledge from the data.		Unit 5, Lessons 4–5: Data transformation and analysis
CIS.HS.2.5 Evaluate and interpret representations of algorithms.	Partially covered through debugging and in-code predictions – needs explicit evaluation focus	Unit 10: Reasoning about algorithms and predicting outcomes
CIS.HS.2.5.a Predict the output/effect of a code segment or program.		Unit 10, Lesson 2: Algorithm Efficiency
CIS.HS.2.5.b Explain how a code segment or program functions both verbally and in writing.		Unit 10, Lesson 4: The Limits of Algorithms
CIS.HS.2.5.c Identify and correct errors in algorithms and programs, including error discovery through testing.		Unit 10, Lesson 3: Unreasonable Time

CIS.HS.2.5.d Reason about diagrammatic representations of algorithms and logic expressions, including flow charts.		Unit 10, Lesson 1: Algorithms Solve Problems
CIS.HS.2.6 Explain how networks and computing systems work to transfer data.		Unit 2: The Internet (entire unit)
CIS.HS.2.6.a Define basic components of computer networks.		Unit 2, Lesson 2: Building a Network Unit 2, Lesson 1 (Intro to Internet) helps set context.
CIS.HS.2.6.b Explain how data is sent through the Internet via packets.		Unit 2, Lesson 5: Packets Unit 2, Lesson 3: The Need for Addressing supports message transmission.
CIS.HS.2.6.c Describe properties of redundancy and fault tolerance in systems/networks like the Internet.		Unit 2, Lesson 4: Routers and Redundancy Unit 2, Lesson 5 indirectly supports fault tolerance by showing dropped/reordered packets.
CIS.HS.2.6.d Differentiate between sequential, parallel, and distributed computing approaches.		Unit 10, Lesson 5: Parallel and Distributed Algorithms
CIS.HS.2.7 Analyze the social impacts of technology and describe ethical IT practices.		Unit 8, Lessons 1–10: Cybersecurity and Global Impacts
CIS.HS.2.7.a Interpret potential beneficial and harmful effects of computing innovations.		Unit 8, Lesson 1: Project - Innovation Simulation Part 1 Unit 8, Lesson 4: Project - Innovation Simulation
CIS.HS.2.7.b Explain multiple causes for the digital divide and its impacts on society.		Unit 8, Lesson 1: Project - Innovation Simulation Part 1 Unit 8, Lesson 4: Project - Innovation Simulation
CIS.HS.2.7.c Describe how algorithms may result in both intentional and unintentional bias.		Unit 8, Lesson 2: Data Policies and Privacy Unit 8, Lesson 3: The Value of Privacy
CIS.HS.2.7.d Investigate how computing innovations can have legal and ethical implications.		Unit 8, Lesson 3: The Value of Privacy Unit 8, Lesson 6: Security Risks Part 2
CIS.HS.2.7.e Identify safe computing practices and how they address common vulnerabilities.		Unit 8, Lesson 5: Security Risks Part 1 Unit 8, Lesson 6: Security Risks Part 2 Unit 8, Lesson 9: Protecting Data

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Unit 0	**Unit 0: Course Introduction**				
	Unit 0 is an introduction to the AP Computer Science Principles course. The unit exposes students to the foundational topics of computer science and computing. Additionally, it introduces the major topics and components on the AP exam, so students will become familiar with the big ideas and computational thinking practices around which the course is focused. Before finishing the unit, students will engage with their preconceived notions about computer science and challenge these ideas.				
0.0 Welcome to AP Computer Science Principles	0.25	Course Context ○ Students will examine and discuss the motivations behind a number of high-profile individuals in the field of programming. ○ Students will discuss the benefits of programming as a tool and a profession. ○ Students will discuss the impact computing has on society, business, and the economy. ○ Students will examine the ideas of computational thinking and computational artifacts. Course Resources ○ Students will become familiar with the resources on the Project STEM platform. Self-Evaluation ○ Students will consider their relationship with computer science and programming.	Mostly introductory information. See Canvas page provided by ProjectStem for details		
0.1 Computer Science Fundamentals	0.25				
0.2 Course Structure	0.25				
0.3 Meet the Virtual Instructor	0.25				
0.4 Student Forum	0.25				
0.5 Forum Guidelines	0.25				
0.6 Honor Code	0.25				
0.7 Entry Questionnaire	0.25				
Unit 1	**Unit 1: Computational Thinking**				
	This unit lays the foundation for computational logic. Students first explore the iterative development process, seeing how an idea translates to a real, functioning program. Then, they take a closer look at this process by examining algorithms, languages, program execution, and the through-course concept of abstraction. For the second half of the unit, students get started coding in Scratch. Using this visual, block-based programming language, they learn basic programming concepts and constructs, including user input and variables. In creating programs of their own, they have the opportunity to apply the iterative development process. Over the course of the unit, students learn how to build computational artifacts and solve computational problems - two skills essential to the rest of the course. There are no major projects in this unit, but there are several post-lesson opportunities for students to apply the iterative development process and basic programming concepts.				
1.1 The Iterative Development Process	0.5	Program Development ○ Students will examine strategies for approaching large-scale problems. ○ Students will explore the non-linear approach to solving problems with the iterative development process.			
1.2 Algorithms	0.5	○ Students will identify a number of common features of algorithms, including sequencing, selection, and repetition. ○ Students will design and evaluate text-based algorithms. ○ Students will examine the need for clarity and precision in communicating an algorithmic solution to a problem.			
1.3 Languages	0.5	○ Students will examine the shortcomings and ambiguities of natural languages. ○ Students will identify the elements of clear communication, including well-specified grammar, vocabulary, and syntax. ○ Students will analyze the need for artificial programming			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
1.4 Idea to Execution	0.5	○ Students will analyze the need for artificial programming languages. ○ Students will compare high-level languages with low-level languages. ○ Students will examine the process in which a program is written in a high-level language, compiled into a low-level language, loaded into memory, and then executed by a processor. Big Picture ○ Students will examine the benefits of working collaboratively. Visual Programming ○ Students will utilize a graphical editor to read, construct, and execute dynamic programs. ○ Students will examine, modify, and execute programs developed by others. ○ Students will examine how well-specified behavior of objects can be constructed through sequential actions and operations. ○ Students will examine a number of common programming errors. ○ Students will explore a number of common debugging strategies. ○ Students will develop solutions for correcting common programming errors. Program State ○ Students will write programs that incorporate dynamic, user-driven, keyboard controls and input. ○ Students will examine how the dynamic state of an object or program can be stored and changed using variables. ○ Students will analyze the role of clear, descriptive names for objects, behaviors, variables, and other identifiers in maintaining the readability of code. ○ Students will analyze and evaluate the correctness of their programs.	Throughout the entire unit, students get a chance to complete many activities called “Try it Out!” during the lessons that are embeded in the Canvas page provided by ProjectStem. In these activities students are tasked with exploring new bits and pieces of code and discovering how they can be applied in order to create successful algorithms. As part of this process, they are investigating, reflecting, designing, prototyping and testing their programs, all of which are part of the creative development process.	Unit 1: Quiz 1	
1.5 Getting Started in Scratch	0.5				
1.6 Programming with Blocks	0.5				
1.7 User Input and Storage	0.5				
1.8 Defining Variables	1				
1.9 Applying Variables	1			Unit 1: Quiz 2	
Unit 1 Exam	0.5			yes	
Unit 2	**Unit 2: Programming**				
	This unit focuses on the three main control structures utilized within algorithms and programs: sequencing, selection, and iteration. Students first examine these structures conceptually, and then learn how to formally construct and evaluate them in Scratch and AP-style Pseudocode. In doing so, they hone their programming abilities and become familiar with the importance of precise commands and well-structured logic. Building on this knowledge, students explore how abstraction can be applied to algorithmic solutions using procedures, and examine 1) how algorithmic solutions should be efficient and help programs scale and 2) what happens when a problem is not able to be solved with an algorithm. At the end of the unit, students get a glimpse of how design documentation for hardware components employs computational logic and abstraction just like programming. There is one major project in this unit: the Password Generator Project.			
2.1 Defining Sequencing	0.5	Control Structures ○ Students will examine a number of common features of algorithms, including sequencing, selection, and repetition. ○ Students will examine how well-specified behavior of objects			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
2.2 Applying Sequencing	0.5	○ Students will examine how well-specified behavior of objects can be constructed through sequential actions and operations. ○ Students will examine the uses of selection statements in programming. ○ Students will analyze the differences between simple selection and complex, nested selection statements. ○ Students will examine the use of the Boolean operators "AND," "OR," and "NOT" in constructing complex conditional statements. ○ Students will examine the uses of iteration statements in programming. ○ Students will consider how to make a sequence of events more efficient with iteration statements. ○ Students will combine sequencing, selection, and repetition structures alongside programming constructs like user input and variables to create computational artifacts. Coding Skills ○ Students will examine how pseudocode can outline algorithmic processes. ○ Students will read, execute, and construct algorithms in AP-style pseudocode. Procedural Abstraction ○ Students will compare the methods and relative efficiencies of different algorithms. Decidability and Efficiency ○ Students will examine the factors that affect the decidability of a problem. ○ Students will identify which problems can and cannot always be solved by an algorithm. ○ Students will examine methods of comparing equivalent algorithms for relative efficiency. ○ Students will evaluate the relative efficiency of equivalent algorithms. ○ Students will identify factors that allow solutions to scale efficiently. Big Picture ○ Students will examine the implications of Moore's Law on the research and development of new and existing technologies. Hardware Abstraction ○ Students will explore the logical processes implemented in hardware design documentation.	Throughout the unit students are working on activities where they create algorithms in Scratch to accomplish a specific purpose. They are learning how to implement selection and iteration structures in combination with sequencing to create a solution to a program. This builds to students completing a mini-project (choosing from Drawing a Picture, an Electronic Keyboard, or a Countdown timer) where they demonstrate their ability to use the Scratch programming language to implement algorithms in a program. [P2]		
2.3 Pseudocode	1				
2.4 Defining Selection	1			Unit 2: Quiz 1	
2.5 Applying Selection	1				
2.6 Defining Iteration	1				
2.7 Applying Iteration	1				
2.8 Procedures	0.5				
2.9 Solvability & Performance	0.5				
Big Picture: Moore's Law	0.25				
Logic Gates and Hardware	0.25			Unit 2: Quiz 2	
Password Generator Project - Overview	0.5	Unit Project [AAP] The Password Generator Project occurs after all lesson components, and is a collaborative, in-class activity. In this Scratch programming project, students will explore data security considerations and develop a program for generating unique, secure passwords. Students will: o Design an algorithm for generating a custom, reproducible password that is uniquely different for each website (e.g., using the domain name as a seed, etc.). o Write pseudocode to describe each step of the algorithm used to generate a password.			
Password Generator: Milestone 1	0.5				
Password Generator: Milestone 2	0.5				
Password Generator: Milestone 3	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Password Generator: Milestone 4	0.5	o Write pseudocode to describe each step of the algorithm used to generate a password. o Exchange algorithms with peers and share feedback with each other on the clarity of the pseudocode and the strengths and weaknesses of the algorithms.			
Password Generator: Milestone 4	0.5	o Construct trace tables documenting the result of each step of the algorithm in generating passwords for different domains. o Design code in Scratch to implement the password-generating algorithm.			
Password Generator: Milestone 5	0.5				
Unit 2 Exam	0.5			yes	
Unit 3	**Unit 3: Data Representation**				
	In this unit, students explore the different ways digital information can be represented, stored, and manipulated on a computer. They look at the various levels of abstraction that are used in the digital representation of discrete data and information. Initially, students will focus on the lowest levels of digital representation and storage by examining different base representations of numbers (including decimal and binary) and their application to ASCII and Unicode character encoding. Next, they will examine the distinctions between analog and digital forms of representation. Finally, students will learn about lists, a common abstract data type that can be utilized in programs. They will explore the characteristics of lists and how they can be used to search and sort data. There is one major project in this unit: the Unintend'o Project.				
3.1 Binary	1	Binary Encoding of Information ○ Students will examine how numerical values are represented using different bases, including decimal and binary. ○ Students will explore methods of converting values from decimal to binary and binary to decimal. ○ Students will examine the exponential relationship between the number of digits and their range of representable values. ○ Students will examine how alphanumeric characters and symbols may be represented using ASCII and Unicode character mappings. ○ Students will analyze the differences in state space between ASCII and Unicode standards. ○ Students will explore how the interpretation of binary data is dependent upon its intended format and use, including base-64, bitmaps (*.BMP), plaintext (*.TXT), audio (*.MP3), etc. Coding Skills ○ Students will construct a Scratch program that simulates candles on a birthday cake being lit so as to show the user's age in binary. Digital Approximations ○ Students will examine the implications of variable-width encodings (e.g., Morse code) versus fixed-width encodings (e.g., Baudot code). ○ Students will explore ways in which natural phenomena may be represented digitally. ○ Students will analyze the extent to which digital approximations accurately reflect the reality that they represent. ○ Students will analyze the differences between discrete (digital) and continuous (analog) representations of natural phenomena. ○ Students will examine the social implications of the ease with	Throughout the unit students get a chance to learn about data abstraction as they create and implement algorithms to make, process and sort lists. They also learn about binary, ASCII, hexadecimal and how bits play a role in digitization of different types of digital and analog data.		
3.2 Base Conversions	0.5				
3.3 ASCII vs. Unicodeb	0.5				
3.4 Programming Binary	0.5				
3.5 Digitization	0.5				
3.6 Analog vs. Digital Data	0.5				
Big Picture: Reselling Digital Musicg	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
3.7 Making a List	0.5	which perfect digital copies can be made. Big Picture ○ Students will examine and discuss the legality of reselling "used" digital music. Lists ○ Students will examine the use of lists as ordered data structures that may contain multiple values. ○ Students will investigate the use of index values to represent the position of an item in a list. ○ Students will analyze the implications of accessing an index position beyond the bounds of a list. ○ Students will investigate common operations for processing elements of a list, including searching for an element, removing an element, swapping the positions of two elements, or sorting an entire list into ascending or descending order. ○ Students will examine the implications of case-sensitivity on ordered lists of strings. ○ Students will consider how lists can appear in pseudocode.		Unit 3: Quiz 1	
3.8 Processing a List	1				
3.9 Sorting a List	1				
3.10 Lists in Pseudocode	0.5				
Unintend'o Project - Overview	0.5	Unit Project [DAT] The Unintend'o Project is a collaborative, culminating activity positioned at the end of the unit. In this Scratch programming project, students will write a program that directs the input of a video game controller. It exposes how bits and binary can work to turn on and off functionalities within programs. Students will: o Map each of six controls (UP, DOWN, LEFT, RIGHT, A, and B) to individual bits. o Map each binary pattern of button presses to different game actions (e.g., walk forward, walk backward, turn left, turn right, jump, duck, whirl, leap, crawl, etc.). o Use a list to track the history of button presses. o Write detailed specifications and justifications for each button-to-action mapping of your design. o Collaborate with peers throughout the design and development process to determine end-user requests for features and to share feedback on design and implementation strategies. o Write documentation detailing the use of the program and its features using appropriate terminology. o Develop a Scratch program that acts as a device driver for a video game controller interface.		Unit 3: Quiz 2	
Unintend'o: Milestone 1	0.5				
Unintend'o: Milestone 2	0.5				
Unintend'o: Milestone 3	0.5				
Unintend'o: Milestones 4a + 4b	0.5				
Unit 3 Exam	0.5				
	Mini Create Task Module				
	This mini-performance task module is a multi-day activity that gives students a chance to deepen their understanding of the AP CSP Create Task. They begin by exploring the requirements of the task itself. Then, they move on to evaluate sample student submissions against the official College Board rubric. After this, students work on a mock create task, learning how to fulfill the project requirements themselves.				
Preparing for the Through-Course Performance Tasks	0.33	Students will: o begin designing their own program using the iterative development process. o record a video of the program running. o provide a written explanation of the purpose, process, algorithms, and abstractions in their design. o practice submitting their work in the format College Board requires			
The Create Task Requirements	0.33				
Evaluating the Create Task	0.34				
Overview: Mini Create Task	0.25				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Plan	0.25	o practice submitting their work in the format College Board requires. o review a peer's work and provide feedback, based on the official Create Task rubric.			
Develop	1				
Prepare for Submission	0.5				
Peer Review	0.5				42.5
Unit 4	**Unit 4: Digital Media Processing**				
	In Unit 4, students will use Python to programmatically manipulate digital images and audio. The unit starts by guiding students through the transition of programming in Python, which is a high-level, procedural, text-based language. In Python, students will explore the characteristics of the RGB color model and its use in encoding digital images. They will also investigate the methods of representing and modifying digital audio, including Auto-Tune and audio compression. The unit concludes with a summary of the compression methods related to digital media processing. There is one major project in this unit: the Image Filter Project.				
4.1 Introduction to Python	0.5	Introduction to Python ○ Students will explore the capabilities of a text-based programming language (Python). ○ Students will compare and contrast the programming capabilities of a visual programming language (Scratch) with those of a text-based programming language (Python). ○ Students will understand the importance of using proper punctuation and syntax when coding in a text-based programming language. Control Structures ○ Students will write code using common programming constructs like conditional if() for selection and while() loops for iteration. ○ Students will use boolean, relational and conditional expressions. Abstraction ○ Students will write code using data abstraction (lists). ○ Students will create and use procedural abstractions in order to make their programs more readable and versatile. Image Manipulation ○ Students will examine the structure of raster images as compositions of individual pixels. ○ Students will explore various methods of representing color, including RGB, CMYK, and HSV. ○ Students will explore the various colors that can be produced by the combination of different ratios of red, green, and blue light. ○ Students will perform base conversions for decimal, binary, and hexadecimal number systems. ○ Students will modify the color channels of pixels in an image to produce a variety of effects. ○ Students will design algorithms for modifying the pixels in an image in prescribed ways to create custom image filters. ○ Students will explore the difference between lossy and lossless encoding schemes of several common image file formats. Big Picture ○ Students will explore the positive and negative consequences	Throughout this unit students complete activities where they are creating programs that implement algorithms. Specifically, there is a program that is similar to "Mastermind" part way through the unit. In this program students are developing an in-depth program that utilizes all of the coding skills they have gained up until this point - selection, iteration, lists, functions, input, output, randomness, and more. Throughout the process of creating their program, they are testing it using different inputs from the user and seeing if they are getting the expected results. As part of their programming process, students are to document their code to explain what each code segment will do in their program.		
4.2 Python Basics	0.5				
4.3 Selection Structures	0.5				
4.4 Iteration Structures	0.5				
4.5 Data Abstraction	0.5				
4.6 Procedural Abstraction	0.5			Unit 4: Quiz 1	
4.7 RGB Color	0.5				
4.8 Image Manipulation	0.5				
4.9 Encoding Schemes	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
4.10 Digital Manipulation	0.5	of digitally altering images. ○ Students will discuss the ethics of digitally manipulating images, especially in the context of journalism. ○ Students will discuss the issues related to intellectual property. ○ Students will explore the limitations and rights associated with a number of common licenses, including Creative Commons. Audio Manipulation ○ Students will analyze the differences between analog and digital sound. ○ Students will explore the roles that sampling rate and bit depth play in determining the quality of digitized sound. ○ Students will explore methods of programmatically generating digital audio. ○ Students will explore methods of programmatically altering and modifying digital audio by adjusting volume, pitch, and sampling rate. ○ Students will explore the methods and effects of compression algorithms in reducing the amount of data needed to represent an audio sample.			
Big Picture: Ethics of Digital Manipulation Big Picture: Intellectual	0.5				
4.11 Audio Manipulation d	0.5				
4.12 Audio Processing	0.5				
4.13 Audio Compression	0.5			Unit 4: Quiz 2	
Image Filter Project - Overview	0.5	Unit Project [P1] The Image Filter Project is an in-class, collaborative activity that occurs at the end of the unit. In this Python programming project, students will use their text-based programming skills to develop a program that manipulates digital images similarly to a filter in a photo app. Students will: o design and implement a program for filtering digital images. o develop code to systematically transform an image by mathematically manipulating its bits, pixel by pixel. o write documentation detailing the use of the program and its features using appropriate terminology. o explain the design and implementation choices by demonstrating and sharing the finished programs with peers.			
Image Filter: Milestone 1	0.5				
Image Filter: Milestone 2	0.5				
Image Filter: Milestone 3	0.5				
Unit 4 Exam	0.5				
	Create Performance Task				
	This section serves to fulfill the Performance Task requirements of the AP Computer Science Principles exam. The Create Performance Task will account for 30% of the student's AP exam score. As such, the work produced in this unit should reflect the sole work of the student and performed in-class with minimal involvement from the classroom teacher. During this performance task, students will demonstrate their ability to work collaboratively and individually to design and develop a functional program for solving a problem and/or self-expression.			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Create Performance Task	8	Creative Development ○ Students will individually and/or collaboratively design, implement, and test a program designed to solve a problem of interest to them. ○ Students will document the functionality of their program and reflect on its development process. Create – Applications from Ideas Performance Task ○ This project will encompass 12 hours of in-class, independent and/or collaborative work. ○ Each student will design, implement, and test a program that solves a problem of personal interest to the student. ○ Each student will describe and reflect on their role in the development of the program. ○ Students will make a one-minute video demonstrating the use and functionality of the program. ○ Students may work collaboratively on their project, but each student will be solely responsible for developing at least one significant part of their program. ○ The product of this project, including the program, video, and written responses, will serve as part of the student's formal submission to the College Board for the AP Computer Science Principles exam.			
Unit 5	**Unit 5: Big Data**				
	One of the most powerful applications of computational thinking relates to the creation and analysis of large datasets. In this unit, students will explore the complete set of processes and techniques that are involved in collecting large volumes of raw data and extracting new and useful information. Students will look at a variety of ways that data scientists use techniques such as statistical analysis, data mining, clustering, classification, automated summarization, modeling and simulation to construct and visualize new knowledge. And finally, using these techniques themselves, students will perform their own analysis on a sample data set to discover new insights, which they will share with the class through a formal presentation. The final activity described above is the one major project in this unit: the TEDxKinda Project.				
5.1 Introduction to Big Data	0.5	Data Science ○ Students will relate the impact of computing to ubiquitous and large-scale data processing. ○ Students will explore the ways that patterns within large data sets can be used in a predictive manner. ○ Students will discuss the risks and benefits of drawing conclusions from patterns found in large data sets. ○ Students will combine visuals, content knowledge, and interaction to create a dynamic infographic that clearly communicates discrete information about a data set. ○ Students will identify the characteristics that differentiate usable data from unusable data. ○ Students will identify the characteristics that differentiate useful data from useless data. Data Aggregation ○ Students will explore the purposes of various processing tasks, including collection, knowledge extraction, and data storage. ○ Students will identify multiple techniques for data collection, both on and off of the Internet. ○ Students will analyze the characteristics of structured and unstructured data. ○ Students will extract structured information from unstructured data. ○ Students will examine methods of extracting information from			
5.2 Usability and Usefulness	0.5				
5.3 Collection	1				
5.4 Extraction	1				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
5.5 Data Storage and Persiste	1	○ Students will examine methods of extracting information from online sources, including structured and unstructured search engines, screen scrapers, and spiders. ○ Students will explore the basic features and functionality of modern relational databases. ○ Students will debate the implications of large-scale data storage and data persistence on privacy and utility, including the costs associated with each. Big Picture ○ Students will apply the technique of crowdsourcing to a novel data collection problem. ○ Students will examine the security risks and responsibilities assumed by companies that collect and store sensitive personal data. ○ Students will examine the causes and impact of data breaches involving sensitive personal data. Data Analysis (including Supplemental) ○ Students will analyze the tradeoff of utility and confidence in descriptive, predictive, and prescriptive data analysis. ○ Students will investigate traditional statistical hypothesis testing and exploratory data analysis. ○ Students will investigate the use of data mining in the discovery of patterns in large data sets. ○ Students will examine the use of cluster analysis, anomaly detection, regression analysis, and data classification in the processing of large data sets. ○ Students will use automatic summarization tools to create computer-generated summaries of a large data set. Models and Simulations ○ Students will use models and simulations to represent phenomena. ○ Students will explore how models may use different abstractions or levels of abstraction depending on the objects or phenomena being posed. ○ Students will utilize models and simulations to formulate, refine, and test hypotheses. ○ Students will examine how simulations mimic real world	Throughout the unit, students focus on big data and explore how it is collected, extracted, stored and processed. Each step along the way students complete activities where they discover different computational tools that can help them analyze and interpret their data - tools like Google trends and correlate, Microsoft Excel, Wordle, HeatMapTool, Google Docs. Through these tools, students mine for data and draw real conclusions.	Unit 5: Quiz 1	
Big Picture: Wisdom of the Crov	0.5				
5.6 Statistical Analysis	0.75				
Big Picture: Data Breaches	0.25				
5.7 Data Mining	0.5				
5.8 Models and Simulations	0.5			Unit 5: Quiz 2	
TEDxKinda Project - Overviev		The TEDxKinda Project is a collaborative activity in this unit. In this data analysis project, students will work together to select and analyze a large data set, then develop a TED-style presentation to present the implications of that data. Students will: o collaborate in groups to analyze public data sets and extract insightful information and new knowledge using a number of big data analysis techniques and tools. o evaluate and justify the appropriateness of the chosen data set(s). o construct informative and aesthetically pleasing data visualizations. o write a script and prepare speaker notes for a formal presentation of the findings. o cite all online and print sources used in the research and presentation preparation. o deliver a TED-style presentation discussing the data analysis and findings using appropriate terminology.			
TEDxKinda: Topics, Big Data	0.5				
TEDxKinda: Milestone 1					
TEDxKinda: Milestone 2	0.5				
TEDxKinda: Clustering	0.5				
TEDxKinda: Anomaly Detecti	0.5				
TEDxKinda: Regression	0.5				
TEDxKinda: Classification	0.5				
TEDxKinda: Automated Sumr	0.5				
TEDxKinda: Milestone 3	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
TEDxKinda: Milestone 4	0.5				
TEDxKinda: Milestone 5	0.5				
Unit 5 Exam	0.5			yes	
Unit 6	**Unit 6: Innovative Technologies**				
	This unit aims to broaden students' awareness of the computing tools they use and rely on every day and to encourage them to start thinking about the decisions and processes that go into the creation of these technologies. Students will begin by exploring many of the key roles that technology plays in their lives, including social networking, online communication, search, commerce, and news, examining the ways these ever-evolving technologies have impacted individuals and societies in recent years. With so many of these technologies relying on the Internet to connect users and data across varied and remote locations, the students will then "take a peek under the hood" to examine the systems and protocols that make up the global infrastructure of the Internet. Students also take a look at the past, present and future of technology and imagine the role that new innovations might play in shaping their future. There is one major project in this unit: the Exploring Computing Innovations Project.				
Big Picture: Defining a Computing Innovation	0.5	Big Picture ○ Students will examine computing innovations and consider their impact on the economy, society, culture and environment. ○ Students will investigate the socioeconomic causes and effects related to the digital divide. ○ Students will discuss the benefits and risks of open versus closed platforms. Implications of Computing ○ Students will explore the ways that innovations in digital technology can impact the lives of individuals and communities. ○ Students will analyze the role that digital technology plays in their everyday lives. ○ Students will analyze the role that digital technology plays in their social communications and interactions. ○ Students will explore the impact that instant access to global search, news, and information has had on individuals and communities. ○ Students will analyze the benefits and risks of cloud computing. The Internet ○ Students will examine the overall design and architecture of the Internet. ○ Students will explore the role of servers, routers, gateways, and clients. ○ Students will examine the domain name system and its role in network routing. ○ Students will examine a number of standard network protocols, including IP, TCP, UDP, SMTP, HTTP, and FTP. ○ Students will investigate the series of components and events that are involved in the transmission of an email or SMS text over the network. ○ Students will investigate the series of components and events that are involved in the transmission of an HTML request from a	In this unit students are asked to do a few different activities in regards to fault tolerance of the internet, protocols used by the World Wide Web and routing, distributed, parallel and sequential computing. They also complete activities where they define and identify computing innovations. In these activities, students are asked a series of questions to prompt in depth analysis of the topics at hand: ○ In one specific activity, students are asked to look at a network of nodes and determine the path in which packets might be routed based on specific protocols. Students then create their own protocol to implement on the network. [CSN] ○ In another activity, students research different types of malware and discuss ways in which they can be prevented, so as to be aware of how to be safe and		
6.1 Global Impactg	0.25				
6.2 Impact of Internet Accessg	0.25				
6.3 Cloud Computing	0.5				
Big Picture: The Digital Divide	0.5				
6.4 Internet in Action	0.5				
6.5 Communication Protocols	0.5			Unit 6: Quiz 1	

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
6.6 Internet Protocols	0.5	Web browser. Cryptography ○ Students will identify the needs and applications of cryptography in our digital world. ○ Students will encode and decode messages using common cryptographic techniques. ○ Students will examine the mathematical foundation of cryptography. ○ Students will analyze the differences between symmetric (single-key) encryption and asymmetric (public key) encryption. ○ Students will examine the features of open and closed platforms and consider the role cryptography plays in systems security. Cybersecurity ○ Students will examine a number of common threats to cybersecurity, including distributed denial of service attacks (DDoS), phishing, viruses, and social engineering. ○ Students will identify the needs for robust cybersecurity. ○ Students will analyze the software, hardware, and human components of cybersecurity. ○ Students will analyze the function and effectiveness of common cybersecurity solutions, including antivirus software and firewalls. Interconnectedness in Computing ○ Students will investigate the origins and applications of the World Wide Web. ○ Students will analyze the impact of hyperlinked documents on how individuals find, acquire, and learn new information. ○ Students will analyze the legal, social, and commercial impact that the World Wide Web has had on society. ○ Students will examine the roles and applications of distributed computing. ○ Students will investigate and extrapolate from recent advances in computing to make predictions about the capabilities of future technologies. ○ Students will analyze how future technologies might impact individuals and societies. ○ Students will examine the legal and ethical implications of autonomous technology.	prevented, so as to be aware of how to be safe and secure when using computing devices. [P6] ○ In another activity, students review an image and are asked if they see any computing innovations. After going through the possible computing innovations in the image and why they were considered as such (talking about data they use and / or programs being fundamental to their function) then students are asked to brainstorm a list of their own computing innovations. Not only do they list why these innovations are computing innovations, but they also explain what the world would be like without it - how it impacts the society, economy or culture. [CI 2,Prompt A] ○ In another activity, students review several computing innovations like search tools, wikis, e-commerce, etc. and are asked to reflect on how the innovation inputs, transforms and outputs data. They further explore and explain a beneficial or harmful effect that this innovation may have on economy, society or culture. [CI 3, Prompts A and B]		
6.7 Encryption	0.5				
Big Picture: Net Neutrality	0.5				
6.8 Cybersecurity	0.5				
6.9 World Wide Webg	0.5				
6.10 Distributed Computing	0.5				
6.11 Internet of Things	0.5				
6.12 Ethics of Autonomous Technology	0.5			Unit 6: Quiz 2	
		The below project can be completed after the AP Exam			
Exploring Computing Innovations Project: Overview and Milestone 1	0.5	Unit Project [IOC] [CI 1, Prompts A, B, and C] This multi-day activity gives students a chance to deepen their understanding of computing innovations. Students will research computing innovations and explore multiple aspects of them. Students will create a computational artifact to display information they have learned as well as provide written responses to prompts dealing with ideas like: o the function and purpose of a computing innovation			
Exploring Computing Innovations Project: Milestone 2	0.5				
Exploring Computing Innovations Project: Milestone 3	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Exploring Computing Innovations Project: Milestone 4	0.5	o the function and purpose of a computing innovation o how the computing innovation was developed and created o the beneficial and harmful effects the computing innovation may have had on society, economy or culture o how the innovation uses, consumes or transforms data o how the innovation may have been used beyond the intended purpose			
Exploring Computing Innovations Project: Milestone 5	0.5				
Due: Exploring Computing Innovations Final Project Submission	0.5				
Unit 6 Test	0.5				
Total Days:	73				
	Remaining days to be used for AP Test review or emerging technology topics chosen by the teacher for after the AP Exam. Topics could include Artificial Intelligence, Game Design, CyberSecurity, Virtual Reality, or using any other relevant topic.				

Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, July 13, 2026 5:30 PM

Attendance Taken at 5:32 PM.

Paul Duer:	Absent
Matt Hastings:	Absent
Jill Hochstein:	Present
Ryne Seaman:	Present
Danielle Shipley:	Present
Shawn Svoboda:	Present

Attendance Update Taken at 5:33 PM.
Paul Duer: Present
Attendance Update Taken at 5:42 PM.
Matt Hastings: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated July 8, 2026.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

Motion to excuse Matt Hastings and Paul Duer from tonight's meeting Passed with a motion by Shawn Svoboda and a second by Jill Hochstein.
Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

1.4. Pledge of Allegiance

1.5. **1.5 Mission** Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Jill Hochstein and a second by Shawn Svoboda.
Paul Duer: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Discussion Items

3.1. JEO Updated Drawings and Progress on Projects

Bryan gave an update on the drawings, along with the progress of the HVAC projects at the high school and elementary school.

3.2. Summer Projects Update

SHS Kitchen Hood is installed and hopefully completed in two weeks. Duct cleaning at the elementary school gym will be done on Saturday. Painting at the middle school is currently being done. Our maintenance crew is currently replacing seals and clamps at the high school for the water loop for HVAC. The shade structure still needs to be installed at the elementary.

3.3. Update with Bonds with D.A. Davidson

Dr. Fields and Ryne Seaman attended a zoom meeting with Moody's and will have another zoom on July 14, 2026 to get our rating.

3.4. 2026-2027- Policy Updates

Dr. Fields discussed the policy updates.

4. Short Recess

Motion to take a five minute recess Passed with a motion by Jill Hochstein and a second by Paul Duer.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

5. Reports

5.1. Superintendent's Report

Dr. Fields attended an ALICAP Summer Meeting Highlights last week. Dr. Fields discussed some of our State Budget Woes. Our estimated valuation is $2,362,882,568 which is a 6 percent increase. The August Board Meeting is the same night as back-to-school night. Our administrators attended the HumanEx Leadership Conference in Omaha. ***Board Quicks link - July 2026 e-update.***

6. Action Items

6.1. Bus Bids

Motion to approve the bid of $135,750 from Freightliner for a 2027 Thomas C2 bus. Passed with a motion by Paul Duer and a second by Danielle Shipley.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.2. Mammoth Contract

Motion to approve the Mammoth contract as presented, with the turf committee paying for at least $700,000 of the contract. Passed with a motion by Paul Duer and a second by Jill Hochstein.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.3. Resignation of Mr. Scott Axt

Motion to accept the resignation of Scott Axt at the end of the 2026-2027 school year. Passed with a motion by Danielle Shipley and a second by Paul Duer.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.4. New and Revised Policies 2026-2027

Motion to approve the adoption of the 2026-2027 new and revised policies as presented. Passed with a motion by Matt Hastings and a second by Shawn Svoboda.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

6.5. 2026-2027 Staff Handbook

Motion to approve the 2026-2027 staff handbook. Passed with a motion by Jill Hochstein and a second by Matt Hastings.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

7. Future Agenda Items

D.A. Davidson
JEO Plans

8. Consent Agenda

8.1. Approval of Minutes

8.2. Approval of Financial Reports

8.2.1. Treasurer

8.2.2. Budget

8.2.3. Activities

8.2.4. Athletic

8.3. Approval of Claims

8.3.1. General Fund - $1,605,624.12

8.3.2. Special Building Fund - $96,121.25

8.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Matt Hastings and a second by Paul Duer.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

9. Executive Session to discuss personnel

Board did not enter executive session.

9.1. Restate the reason for moving into executive session: to discuss personnel.

10. Adjournment

Motion to adjourn the meeting at 8:02 PM with the next regular board meeting scheduled for Monday, August 10th at 5:00 PM Passed with a motion by Paul Duer and a second by Matt Hastings.
Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

Prepared by:

Heidi Covert

Jill Hochstein

Secretary

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2026

GENERAL FUND (ACCOUNT NUMBER 60042926)

Bank Balance		7,130,180.61
Seward County Treasurer--Local Taxes	226,219.21	
Butler County Treasurer--Local Taxes	7,623.54	
Seward Hot Lunch--Reimbursement	61,137.25	
Sale of Freezer	1,500.00	
United States Treasury--Gas Tax	1,189.87	
Sloup-Thorell Detasseling--Rental	105.00	
Seward Jr Jays--Rental	75.00	
SHS--Drivers Ed	2,625.00	
Seward Foundation--Book Reimbursement	735.02	
Concordia--Dual Credit	3,920.00	
Fehlhafer's--Sale of Junk	340.00	
Fehlhafer's--Sale of Junk	119.75	
ESU 6--Stipends	3,088.64	
ESU 6--Stipends/Registrations	2,423.68	
East Butler--Services	303.75	
SHS--Gas Softball	262.70	
Jones Bank - Interest	6,289.66	
Cattle Bank--Interest	13,537.81	
City of Seward--Licenses	425.00	
City of seward--Fines	175.54	
State of Nebraska--Medicaid	1,559.52	
Jones Bank - Interest	2,214.99	
		335,870.93
		7,466,051.54
Disbursements for the Month		1,664,520.70
Bank Balance		5,801,530.84
Less Outstanding Checks		137,855.13
Available Balance		5,663,675.71

GENERAL FUND MONEY MARKET (ACCOUNT NUMBER 60037340)

Beginning Balance	1,051,752.23
Transfer to General Fund for Cash Flow Purposes	0.00
Transfer from General Fund	0.00
Interest	2,072.38
Bank Balance	1,053,824.61

GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)

Beginning Balance	1,175,193.84
Transfer to General Fund for Cash Flow Purposes	0.00
Interest	2,240.92
Bank Balance	1,177,434.76

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2026

CD #45932 CNB--Interest Rate: 3.61%-Maturity Date 10/27/2026	1,500,000.00
CD #70004607-JB-Interest Rate: 3.60%--Maturity Date 9/22/2026	700,771.44
	2,200,771.44
TOTAL IN GENERAL RESERVE FUND	**3,378,206.20**

DEPRECIATION FUND (ACCOUNT NUMBER 154--006)

Beginning Account Balance	178,407.68
Deposit: Jones Bank	2,692.60
Disbursements:	0.00
Interest	310.89
Bank Balance	181,411.17
CD#49403--CB--3.57% DATE DUE 8/03/2026	545,150.76
CD#70004608-CB--3.60% DATE DUE 9/22/2026	300,000.00
TOTAL CD'S	845,150.76
TOTAL IN DEPRECIATION FUND ACCOUNTS	**1,026,561.93**

SPECIAL BUILDING FUND (ACCOUNT NUMBER 10-074-9)

Beginning Balance	122,323.43
Deposits: Seward County Treasurer--Local Taxes	4,420.23
Butler County Treasurer--Local Taxes	180.57
Disbursements	96,121.25
Interest	31.07
Bank Balance	30,834.05

SPECIAL BUILDING FUND MONEY MARKET(ACCOUNT NUMBER 810304)

Beginning Balance	279,374.44
Interest	533.95
Transfer to Special Building Fund 100749	0.00
Bank Balance	279,908.39
TOTAL IN SPECIAL BUILDING FUND ACCOUNTS	**310,742.44**

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2026

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance	11,202.76
Interest	6.44
Disbursements	2.15
Bank Balance	11,207.05

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance	28,438.70
Interest	16.36
Deposit:	0.00
Disbursements	0.00
Bank Balance	28,455.06

QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)

Beginning Balance	1,179.00
Seward County Treasurer & Butler County Treasurer --Local Taxes	0.00
Interest	0.14
Disbursements	0.00
Bank Balance	1,179.14

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance	15,707.80
Interest	5.16
Disbursements	0.00
Deposit: SPS	0.00
Bank Balance	15,712.96

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance	171,695.10
Interest	45.63
State of NE Payments	0.00
Other Receipts	175.00
Disbursements	61,137.25
Bank Balance	110,778.48
Amount Due District	447.73
Available Balance	110,330.75

SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED JULY 31, 2026

HOT LUNCH FUND MONEY MARKET (ACCOUNT #810312)

Beginning Balance	315,025.47
Interest	602.09
Transfer from Hot Lunch Acct 103535	0.00
Available Balance	315,627.56

TOTAL IN HOT LUNCH FUND ACCOUNTS **425,958.31**

STUDENT FEE FUND (ACCOUNT #668-157)

Beginning Balance	1,291.26
Receipts:	0.00
Interest	0.00
Disbursements	0.00
Bank Balance	1,291.26

BOND FUND (ACCOUNT #60000586)

Beginning Balance	1,412,127.14
Seward County Treasurer - Local Taxes	22,782.26
Butler County Treasurer - Local Taxes	964.83
Deposit - Jones	0.00
Interest	2,701.46
Disbursements	0.00
Bank Balance	1,438,575.69

CD#70003865--JNB RATE OF 3.61% DATE DUE 11/24/2026---------- 232,164.68

TOTAL IN BOND FUND ACCOUNT **1,670,740.37**

Heidi Covert, Treasurer

BUDGET PRINTOUT
RECAPITULATION
JULY 31, 2026

RECEIPTS PORTION OF THE 2025-2026 BUDGET

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	23,905,000.00	21,323,867.18	2,581,132.82	89.20%
HOT LUNCH		968,825.19		
TOTAL RECEIPTS		22,292,692.37	1,612,307.63	

EXPENDITURES PORTION OF THE 2025-2026 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	11,600,000.00	9,952,012.70	1,647,987.30	85.79%
SPECIAL ED	3,300,000.00	2,641,306.87	658,693.13	80.04%
SS--PUPILS	1,575,000.00	1,102,687.46	472,312.54	70.01%
SS-INSTRUCTION	700,000.00	531,544.82	168,455.18	75.93%
GENERAL ADM	510,000.00	399,432.61	110,567.39	78.32%
PRIN ADMIN	1,425,000.00	1,110,851.73	314,148.27	77.95%
GEN BUSINESS	355,000.00	266,879.76	88,120.24	75.18%
OPER/MAINT	2,380,000.00	1,867,417.54	512,582.46	78.46%
TRANSPORTATION	1,200,000.00	877,795.72	322,204.28	73.15%
FOUNDATION	0.00	7,480.95	-7,480.95	0.00%
TRANSFERS	50,000.00	32,196.79	17,803.21	64.39%
GEN FUND TOTALS	23,095,000.00	18,789,606.95	4,305,393.05	81.36%
FEDERAL FUNDS	810,000.00	579,617.73	230,382.27	71.56%
SIXPENCE		136,639.16		
GRAND TOTAL	23,905,000.00	19,505,863.84	4,399,136.16	81.60%
HOT LUNCH	1,419,479.00	899,934.71		
TOTAL	25,324,479.00	20,405,798.55		

Seward Elementary
Activities Account Report
As of June 30, 2026

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of **All** Line Items Included: Beginning Balance:						**$10,223.09**
Activities Account Beginning Balance: (Not including Library balance.)						**$6,031.05**
	6/8/26	2486	Walmart		$149.01	
	6/11/26	2485	Ideal Pure Water		$120.00	
	6/16/26		Deposit	$3,436.55		
	6/16/26	2479			$286.54	
	6/30/26		Interest Compounded	$3.00		
Total Of **Activities Account**: Ending Balance:						**$8,915.05**

Lunch Donation: (Money set aside within the activities account for lunch donations.)
(As of 5/31/26 built into the activities account total without being separated. The total at
This time is $682.72)

Compounded Interest included in the total balance: $3.00 total = $527.99

Library

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Elementary Library Line Item: Beginning Balance:						**$4,192.04**
Total of Elementary **Library** Line Item: Ending Balance:						**$4,192.04**

Total of All Line Items Included: Ending Balance: **$13,107.09**

Principal: Jessica Dow Date: 8-5-26

Bookkeeper: Jill Peters Date: 8/5/26

Seward Elementary
Activities Account Report
As of July 31, 2026

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of **All** Line Items Included: Beginning Balance:						**$13,107.09**
Activities Account Beginning Balance: (Not including Library balance.)						**$8,915.05**
	7/13/26	2489	Walmart		$535.07	$8,379.98
	7/29/26	2493	Walmart		$603.50	$7,776.48
	7/31/26	2492	Middle Creek Printing		$813.40	$6,963.08
	7/31/26		Interest Compounded	$3.23		$6,966.31
Total Of **Activities Account**: Ending Balance:						**$6,966.31**

Lunch Donation: (Money set aside within the activities account for lunch donations.)
(As of 5/31/26 built into the activities account total without being separated. The total at This time is $682.72)

Compounded Interest included in the total balance: $3.23 total = $531.22

Library

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:

Elementary Library Line Item: Beginning Balance: **$4,192.04**

Total of Elementary **Library** Line Item: Ending Balance: **$4,192.04**

Total of All Line Items Included: Ending Balance: $

Principal: Jessica Di Date: 8-5-26

Bookkeeper: Jen Reto Date: 8/5/26

Seward Middle School
Balance Sheet Standard
As of June 30, 2026

	Jun 30, '26
ASSETS	
Current Assets	
Checking/Savings	
5th Grade	110.00
Skills USA	857.24
Gaming	420.33
Special Olympics	960.61
FCCLA	1,263.17
Book Fair	806.70
Art	145.12
PTO	18,889.70
Buttons/Posters	3,511.80
Music	2,140.47
Athletics	24,912.21
Band	195.90
Builders Club	1,907.31
Bully Response Team	787.55
Social Fund	733.61
FCS	0.16
Industrial Tech	512.87
Interest	1,118.09
Library	1,767.33
Milk	0.94
Outdoor Ed	22,262.56
PE	404.34
Sales Tax	7.61
Student Council	1,830.88
Yearbook	4,741.00
Total Checking/Savings	90,287.50
Total Current Assets	90,287.50
TOTAL ASSETS	90,287.50
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	90,287.50
Total Equity	90,287.50
TOTAL LIABILITIES & EQU...	90,287.50

Seward Middle School
Balance Sheet Detail
As of June 30, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
ASSETS									91,518.23
Current Assets									91,518.23
Checking/Savings									91,518.23
5th Grade									110.00
Total 5th Grade									110.00
Skills USA									857.24
Total Skills USA									857.24
Gaming									420.33
Total Gaming									420.33
Special Olympics									960.61
Total Special Olympics									960.61
Posters									0.00
Total Posters									0.00
FCCLA									1,263.17
Total FCCLA									1,263.17
Book Fair									806.70
Total Book Fair									806.70
Art									145.12
Total Art									145.12
PTO									18,889.70
Total PTO									18,889.70
Buttons/Posters									3,630.05
General Journal	06/05/26	10897	Visa	Flowers retirees		Opening Bal Eq...		118.25	3,511.80
Total Buttons/Posters							0.00	118.25	3,511.80
Music									2,140.47
Total Music									2,140.47

Seward Middle School
Balance Sheet Detail
As of June 30, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Athletics									25,744.32
General Journal	05/28/26	10893	Seward High School	Misc		Opening Bal Eq...		500.00	25,244.32
General Journal	06/25/26	10899	Awards Unlimited	Tourn. awards		Opening Bal Eq...		296.16	24,948.16
General Journal	06/26/26	10898	Austin Plastics & Supply	Record Replac...		Opening Bal Eq...		35.95	24,912.21
Total Athletics							0.00	832.11	24,912.21
Band									217.61
General Journal	06/01/26	10895	Dietze Music	Misc		Opening Bal Eq...		21.71	195.90
Total Band							0.00	21.71	195.90
Builders Club									1,907.31
Total Builders Club									1,907.31
Bully Response Team									787.55
Total Bully Response Team									787.55
Social Fund									793.61
General Journal	06/04/26	10896	Culligan Water	Water		Opening Bal Eq...		60.00	733.61
Total Social Fund							0.00	60.00	733.61
FCS									0.16
Total FCS									0.16
Industrial Tech									512.87
Total Industrial Tech									512.87
Interest									1,052.88
General Journal	05/29/26					Opening Bal Eq...	32.83		1,085.71
General Journal	06/30/26					Opening Bal Eq...	32.38		1,118.09
Total Interest							65.21	0.00	1,118.09
Jay Mart									0.00
Total Jay Mart									0.00
Library									1,767.33
Total Library									1,767.33
Milk									0.94

Seward Middle School
Balance Sheet Detail
As of June 30, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Milk									0.94
MS Computer									0.00
Total MS Computer									0.00
Outdoor Ed									22,526.43
General Journal	05/29/26	10894	Oriental Trading Co	Supplies		Opening Bal Eq...		263.87	22,262.56
Total Outdoor Ed							0.00	263.87	22,262.56
PE									404.34
Total PE									404.34
Project Citizen									0.00
Total Project Citizen									0.00
Sales Tax									7.61
Total Sales Tax									7.61
Student Council									1,830.88
Total Student Council									1,830.88
Wellness									0.00
Total Wellness									0.00
Yearbook									4,741.00
Total Yearbook									4,741.00
Total Checking/Savings							65.21	1,295.94	90,287.50
Accounts Receivable									0.00
Accounts Receivable									0.00
Total Accounts Receivable									0.00
Total Accounts Receivable									0.00
Other Current Assets									0.00
Undeposited Funds									0.00

Seward Middle School
Balance Sheet Detail
As of June 30, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Undeposited Funds									0.00
Total Other Current Assets									0.00
Total Current Assets							65.21	1,295.94	90,287.50
Fixed Assets									0.00
Total Fixed Assets									0.00
Other Assets									0.00
Total Other Assets									0.00
TOTAL ASSETS							65.21	1,295.94	90,287.50
LIABILITIES & EQUITY									91,518.23
Liabilities									0.00
Current Liabilities									0.00
Accounts Payable									0.00
Accounts Payable									0.00
Total Accounts Payable									0.00
Total Accounts Payable									0.00
Credit Cards									0.00
Total Credit Cards									0.00
Other Current Liabilities									0.00
Sales Tax Payable									0.00
Total Sales Tax Payable									0.00
Total Other Current Liabilities									0.00
Total Current Liabilities									0.00
Long Term Liabilities									0.00
Total Long Term Liabilities									0.00

Seward Middle School
Balance Sheet Detail
As of June 30, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Liabilities									0.00
Equity									91,518.23
Opening Bal Equity									91,518.23
General Journal	05/28/26	10893	Seward High School	Misc	X	Athletics	500.00		91,018.23
General Journal	05/29/26	10894	Oriental Trading Co	Supplies	X	Outdoor Ed	263.87		90,754.36
General Journal	05/29/26					Interest		32.83	90,787.19
General Journal	06/01/26	10895	Dietze Music	Misc		Band	21.71		90,765.48
General Journal	06/04/26	10896	Culligan Water	Water	X	Social Fund	60.00		90,705.48
General Journal	06/05/26	10897	Visa	Flowers retirees	X	Buttons/Posters	118.25		90,587.23
General Journal	06/25/26	10899	Awards Unlimited	Tourn. awards		Athletics	296.16		90,291.07
General Journal	06/26/26	10898	Austin Plastics & Supply	Record Replac...		Athletics	35.95		90,255.12
General Journal	06/30/26					Interest		32.38	90,287.50
Total Opening Bal Equity							1,295.94	65.21	90,287.50
Retained Earnings									0.00
Total Retained Earnings									0.00
Net Income									0.00
Total Net Income									0.00
Total Equity							1,295.94	65.21	90,287.50
TOTAL LIABILITIES & EQUITY							1,295.94	65.21	90,287.50

Seward Middle School
Balance Sheet Standard
As of July 31, 2026

	Jul 31, '26
ASSETS	
Current Assets	
Checking/Savings	
5th Grade	110.00
Skills USA	857.24
Gaming	420.33
Special Olympics	960.61
FCCLA	1,263.17
Book Fair	806.70
Art	145.12
PTO	18,889.70
Buttons/Posters	3,511.80
Music	2,140.47
Athletics	24,912.21
Band	195.90
Builders Club	1,907.31
Bully Response Team	787.55
Social Fund	733.61
FCS	0.16
Industrial Tech	512.87
Interest	1,118.58
Library	1,767.33
Milk	0.94
Outdoor Ed	22,262.56
PE	404.34
Sales Tax	7.61
Student Council	1,830.88
Yearbook	4,741.00
Total Checking/Savings	90,287.99
Total Current Assets	90,287.99
TOTAL ASSETS	90,287.99
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	90,287.99
Total Equity	90,287.99
TOTAL LIABILITIES & EQU...	90,287.99

Seward Middle School
Balance Sheet Detail
As of July 31, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
ASSETS									90,287.50
Current Assets									90,287.50
Checking/Savings									90,287.50
5th Grade									110.00
Total 5th Grade									110.00
Skills USA									857.24
Total Skills USA									857.24
Gaming									420.33
Total Gaming									420.33
Special Olympics									960.61
Total Special Olympics									960.61
Posters									0.00
Total Posters									0.00
FCCLA									1,263.17
Total FCCLA									1,263.17
Book Fair									806.70
Total Book Fair									806.70
Art									145.12
Total Art									145.12
PTO									18,889.70
Total PTO									18,889.70
Buttons/Posters									3,511.80
Total Buttons/Posters									3,511.80
Music									2,140.47
Total Music									2,140.47
Athletics									24,912.21

Seward Middle School
Balance Sheet Detail
As of July 31, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Athletics									24,912.21
Band									195.90
Total Band									195.90
Builders Club									1,907.31
Total Builders Club									1,907.31
Bully Response Team									787.55
Total Bully Response Team									787.55
Social Fund									733.61
Total Social Fund									733.61
FCS									0.16
Total FCS									0.16
Industrial Tech									512.87
Total Industrial Tech									512.87
Interest									1,118.09
General Journal	07/07/26	10900	Amazon Capital Servi...	Supplies		Opening Bal Eq...		30.50	1,087.59
General Journal	07/31/26					Opening Bal Eq...	30.99		1,118.58
Total Interest							30.99	30.50	1,118.58
Jay Mart									0.00
Total Jay Mart									0.00
Library									1,767.33
Total Library									1,767.33
Milk									0.94
Total Milk									0.94
MS Computer									0.00
Total MS Computer									0.00

Seward Middle School
Balance Sheet Detail
As of July 31, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Outdoor Ed									22,262.56
Total Outdoor Ed									22,262.56
PE									404.34
Total PE									404.34
Project Citizen									0.00
Total Project Citizen									0.00
Sales Tax									7.61
Total Sales Tax									7.61
Student Council									1,830.88
Total Student Council									1,830.88
Wellness									0.00
Total Wellness									0.00
Yearbook									4,741.00
Total Yearbook									4,741.00
Total Checking/Savings							30.99	30.50	90,287.99
Accounts Receivable									0.00
Accounts Receivable									0.00
Total Accounts Receivable									0.00
Total Accounts Receivable									0.00
Other Current Assets									0.00
Undeposited Funds									0.00
Total Undeposited Funds									0.00
Total Other Current Assets									0.00
Total Current Assets							30.99	30.50	90,287.99

Seward Middle School
Balance Sheet Detail
As of July 31, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Fixed Assets									0.00
Total Fixed Assets									0.00
Other Assets									0.00
Total Other Assets									0.00
TOTAL ASSETS							30.99	30.50	90,287.99
LIABILITIES & EQUITY									90,287.50
Liabilities									0.00
Current Liabilities									0.00
Accounts Payable									0.00
Accounts Payable									0.00
Total Accounts Payable									0.00
Total Accounts Payable									0.00
Credit Cards									0.00
Total Credit Cards									0.00
Other Current Liabilities									0.00
Sales Tax Payable									0.00
Total Sales Tax Payable									0.00
Total Other Current Liabilities									0.00
Total Current Liabilities									0.00
Long Term Liabilities									0.00
Total Long Term Liabilities									0.00
Total Liabilities									0.00
Equity									90,287.50
Opening Bal Equity									90,287.50
General Journal	07/07/26	10900	Amazon Capital Servi...	Name plates	X	Interest	30.50		90,257.00
General Journal	07/31/26					Interest		30.99	90,287.99

Seward Middle School
Balance Sheet Detail
As of July 31, 2026

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Opening Bal Equity							30.50	30.99	90,287.99
Retained Earnings									0.00
Total Retained Earnings									0.00
Net Income									0.00
Total Net Income									0.00
Total Equity							30.50	30.99	90,287.99
TOTAL LIABILITIES & EQUITY							30.50	30.99	90,287.99

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2026
To Date:	07/31/2026

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	$8,278.15	$0.00	$0.00	$0.00	$8,278.15	$0.00	$8,278.15
105	ALTERNATIVE SCHOOL	$268.84	$0.00	$0.00	$0.00	$268.84	$0.00	$268.84
110	ACT CLASS	$379.96	$0.00	$0.00	$0.00	$379.96	$0.00	$379.96
115	HONOR SOCIETY	($339.51)	$385.00	$0.00	$0.00	$45.49	$0.00	$45.49
120	ALUMNI ASSOCIATION	$738.03	$0.00	$0.00	$0.00	$738.03	$0.00	$738.03
125	GUIDANCE	$1,859.55	$0.00	$0.00	$0.00	$1,859.55	$0.00	$1,859.55
126	AMBASSADORS	$407.09	$0.00	$0.00	$0.00	$407.09	$0.00	$407.09
127	AP EXAMS	$5,618.50	$0.00	$0.00	$0.00	$5,618.50	$0.00	$5,618.50
130	CAREER ACADEMY	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
135	BOWLING	$1,812.58	$0.00	$0.00	$0.00	$1,812.58	$0.00	$1,812.58
137	UNIFIED BOWLING	$1,676.95	$0.00	$0.00	$0.00	$1,676.95	$0.00	$1,676.95
140	FOOTBALL	$6,895.41	$336.06	$0.00	$0.00	$7,231.47	$0.00	$7,231.47
142	FOOTBALL-UNIFORMS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
144	GIRLS WRESTLING	$730.24	$0.00	$0.00	$0.00	$730.24	$0.00	$730.24
145	BOYS WRESTLNG	$730.06	$0.00	$(480.00)	$0.00	$250.06	$0.00	$250.06
147	X-COUNTRY	$2,630.99	$280.80	$(1,120.00)	$0.00	$1,791.79	$0.00	$1,791.79
148	UNIFIED TRACK	($63.20)	$0.00	$0.00	$0.00	($63.20)	$0.00	$(63.20)
149	TRACK	$1,778.11	$112.02	$(55.00)	$0.00	$1,835.13	$0.00	$1,835.13
150	GIRLS BB CAMP	$2,842.43	$150.00	$(269.08)	$0.00	$2,723.35	$0.00	$2,723.35
155	BOYS BB CAMP	$3,895.51	$30.00	$(383.20)	$0.00	$3,542.31	$0.00	$3,542.31
160	BOYS SOCCER	$2,248.81	$0.00	$0.00	$0.00	$2,248.81	$0.00	$2,248.81
165	GIRLS SOCCER	$892.52	$0.00	$0.00	$0.00	$892.52	$0.00	$892.52
170	SOFTBALL	$11,414.60	$0.00	$(1,512.70)	$0.00	$9,901.90	$0.00	$9,901.90
175	VOLLEYBALL	$15,837.21	$3,603.38	$(11,448.81)	$0.00	$7,991.78	$0.00	$7,991.78
180	VIDEO ACCOUNT	$3,287.28	$0.00	$0.00	$0.00	$3,287.28	$0.00	$3,287.28
185	BASEBALL	$14,746.02	$0.00	$0.00	$0.00	$14,746.02	$0.00	$14,746.02
190	GIRLS GOLF	$847.11	$0.00	$0.00	$0.00	$847.11	$0.00	$847.11
195	BOYS GOLF	$996.17	$0.00	$0.00	$0.00	$996.17	$0.00	$996.17
198	POWERLIFTING	$230.60	$0.00	$0.00	$0.00	$230.60	$0.00	$230.60
200	SMUTNY SCHOLARSHIP	($100.00)	$0.00	$0.00	$0.00	($100.00)	$0.00	$(100.00)
220	COKE SCHOLARSHIPS	$0.00	$2,000.00	$0.00	$0.00	$2,000.00	$0.00	$2,000.00
225	ACADEMIC CONTESTS	$1,571.40	$597.00	$0.00	$0.00	$2,168.40	$0.00	$2,168.40
230	SCIP	$342.50	$0.00	$0.00	$0.00	$342.50	$0.00	$342.50
240	THORELL SCHOLARSHIPS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
250	PEPSI SCHOLARSHIPS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
260	SCHOLARSHIP ACCT.	$140.00	$0.00	$0.00	$0.00	$140.00	$0.00	$140.00
270	BOWMASTER SCHOLARSHIP	($900.00)	$0.00	$0.00	$0.00	($900.00)	$0.00	$(900.00)
275	CONCESSIONS	$4,588.10	$0.00	$(19.98)	$0.00	$4,568.12	$0.00	$4,568.12
300	Teacher Pop Fund	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
310	VENDING SALES	$7,797.31	$15.80	$(268.00)	$0.00	$7,545.11	$0.00	$7,545.11
315	DLC ACCOUNT	$25.81	$0.00	$0.00	$0.00	$25.81	$0.00	$25.81
330	DRIVER EDUCATION	$2,375.00	$0.00	$(2,625.00)	$0.00	($250.00)	$0.00	$(250.00)
400	FBLA	$1,083.11	$1,890.33	$0.00	$0.00	$2,973.44	$0.00	$2,973.44
405	FFA RELIEF FUND	$1,899.85	$0.00	$0.00	$0.00	$1,899.85	$0.00	$1,899.85
410	FFA	$27,677.72	$80.00	$(504.09)	$0.00	$27,253.63	$0.00	$27,253.63
415	FCS LAB FEES	$10,297.87	$0.00	$0.00	$0.00	$10,297.87	$0.00	$10,297.87
418	DISTRICT 2 FCCLA	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
420	FCCLA	$1,921.35	$2,200.00	$0.00	$0.00	$4,121.35	$0.00	$4,121.35
425	DRILL TEAM/DANCE	$3,042.48	$0.00	$(1,078.15)	$0.00	$1,964.33	$0.00	$1,964.33
430	SOCIAL MEDIA TEAM	$5,776.98	$0.00	$0.00	$0.00	$5,776.98	$0.00	$5,776.98
440	LEADERSHIP TEAM	$4,734.40	$0.00	$0.00	$0.00	$4,734.40	$0.00	$4,734.40

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2026
To Date:	07/31/2026

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
445	E SPORTS	$525.59	$0.00	$0.00	$0.00	$525.59	$0.00	$525.59
450	MATH	$14.46	$0.00	$0.00	$0.00	$14.46	$0.00	$14.46
460	SCIENCE LAB FEES	$238.57	$0.00	$0.00	$0.00	$238.57	$0.00	$238.57
470	KEY CLUB	$4,363.57	$546.18	$0.00	$0.00	$4,909.75	$0.00	$4,909.75
475	SPANISH ACCOUNT	$66.94	$0.00	$0.00	$0.00	$66.94	$0.00	$66.94
490	ART	$3,164.59	$0.00	$0.00	$0.00	$3,164.59	$0.00	$3,164.59
495	Study Abroad	$2,640.45	$0.00	$0.00	$0.00	$2,640.45	$0.00	$2,640.45
500	YEARBOOK	$6,280.69	$0.00	$0.00	$0.00	$6,280.69	$0.00	$6,280.69
520	BAND TRIP	($235.16)	$0.00	$0.00	$0.00	($235.16)	$0.00	$(235.16)
525	SPANISH/SCIENCE TRIP	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
530	SPEECH	($495.69)	$3,044.34	$0.00	$0.00	$2,548.65	$0.00	$2,548.65
535	DRAMATICS	$4,733.64	$0.00	$0.00	$0.00	$4,733.64	$0.00	$4,733.64
540	LIBRARY	$1,764.44	$0.00	$0.00	$0.00	$1,764.44	$0.00	$1,764.44
542	EDUCATORS RISING	$452.76	$513.00	$0.00	$0.00	$965.76	$0.00	$965.76
545	ALL SCHOOL READS	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
550	BAND	$4,011.65	$627.00	$(2,240.00)	$0.00	$2,398.65	$0.00	$2,398.65
554	CHEERLEADERS	$9,907.22	$0.00	$(841.68)	$0.00	$9,065.54	$0.00	$9,065.54
555	CHORUS	$31,133.50	$720.00	$(5.00)	$0.00	$31,848.50	$0.00	$31,848.50
557	SKILLS/TECHNICAL SCIENCE	$4,621.00	$0.00	$0.00	$0.00	$4,621.00	$0.00	$4,621.00
560	INDUSTRIAL ARTS/WOODS	$697.19	$0.00	$(256.17)	$0.00	$441.02	$0.00	$441.02
565	TECH PREP/SKILLS USA	$4,277.46	$5,965.00	$0.00	$0.00	$10,242.46	$0.00	$10,242.46
570	AUTO/WELDING	$1,823.74	$0.00	$0.00	$0.00	$1,823.74	$0.00	$1,823.74
575	POWER DRIVE	$43.01	$0.00	$0.00	$0.00	$43.01	$0.00	$43.01
580	PAY TO PLAY	$192.17	$0.00	$0.00	$0.00	$192.17	$0.00	$192.17
600	PHYSICAL EDUCATION	$34.11	$0.00	$0.00	$0.00	$34.11	$0.00	$34.11
615	REVOLVING ACCT	$250.12	$0.00	$0.00	$0.00	$250.12	$0.00	$250.12
620	NOW ACCOUNT	$13,842.20	$117.12	$0.00	$0.00	$13,959.32	$0.00	$13,959.32
700	SOCIAL STUDIES SCHOL	$50.00	$0.00	$0.00	$0.00	$50.00	$0.00	$50.00
800	ATHLETICS	$52,961.27	$20,744.10	$(4,315.80)	$0.00	$69,389.57	$0.00	$69,389.57
810	SPORT BOARDZ	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
825	WEIGHTROOM	$129.19	$0.00	$0.00	$0.00	$129.19	$0.00	$129.19
850	PRIDE	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
860	AOK	$393.91	$0.00	$0.00	$0.00	$393.91	$0.00	$393.91
865	HOPE SQUAD	$162.42	$0.00	$0.00	$0.00	$162.42	$0.00	$162.42
870	STUDENT HELP FUND	$425.48	$0.00	$0.00	$0.00	$425.48	$0.00	$425.48
900	MEMORIALS	$70.00	$0.00	$0.00	$0.00	$70.00	$0.00	$70.00
950	IPAD FEES	$6,215.08	$0.00	$0.00	$0.00	$6,215.08	$0.00	$6,215.08
955	HORTICULTURE	$505.00	$0.00	$0.00	$0.00	$505.00	$0.00	$505.00
2015	CLASS OF 2015	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2016	CLASS OF 2016	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2017	CLASS OF 2017	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2018	CLASS OF 2018	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2019	CLASS OF 2019	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2020	CLASS OF 2020	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2021	Class of 2021	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2022	CLASS OF 2022	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2023	CLASS OF 2023	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2024	CLASS OF 2024	($444.00)	$0.00	$0.00	$0.00	($444.00)	$0.00	$(444.00)
2025	CLASS OF 2025	$1,061.59	$0.00	$0.00	$0.00	$1,061.59	$0.00	$1,061.59
2026	CLASS OF 2026	($883.73)	$2,575.05	$0.00	$0.00	$1,691.32	$0.00	$1,691.32
2027	CLASS OF 2027	$3,876.74	$0.00	$0.00	$0.00	$3,876.74	$0.00	$3,876.74

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	7/1/2026
To Date:	07/31/2026

From Acct:	1
To Acct:	999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
2028	CLASS OF 2028	$3,377.00	$0.00	$0.00	$0.00	$3,377.00	$0.00	$3,377.00
2029	CLASS OF 2029	$2,097.00	$0.00	$0.00	$0.00	$2,097.00	$0.00	$2,097.00
	Activity Accounts Grand Total	**$327,259.06**	**$46,532.18**	**$(27,422.66)**	**$0.00**	**$346,368.58**	**$0.00**	**$346,368.58**

GL Accounts

GL Acct		Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992	CHECK ACCOUNT	$327,259.06	$46,532.18	$(27,422.66)	$0.00	$346,368.58	$0.00	$346,368.58
	General Ledger Grand Total	**$327,259.06**	**$46,532.18**	**$(27,422.66)**	**$0.00**	**$346,368.58**	**$0.00**	**$346,368.58**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/4/26

Principal: [signature] Date: 8/12/26

SEWARD HIGH SCHOOL

Bank Reconciliation Report

Checking Account

992

Date From 7/1/2026
Date to 07/31/2026

Ending Balance on Statement Dated : 07/31/2026	$364,165.96
Outstanding Deposits (Bank Deposits) -> +	$0.00
Less Outstanding Checks:	$17,797.38
Cash Balance as of : 07/31/2026	$346,368.58 ***

Cash Balance for Checking as of 7/1/2026	$327,259.06
Add: Total Deposits (Bank Deposits):	$46,532.18
Less: Total Checks and Withdrawals:	($27,422.66)
Computer Cash Balance as of : 07/31/2026	$346,368.58 ***

Summary of Asset Accounts

GI Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
992	CHECK ACCOUNT	$327,259.06	$46,532.18	($27,422.66)	$0.00	$346,368.58 ***
Grand Total		**$327,259.06**	**$46,532.18**	**($27,422.66)**	**$0.00**	**$346,368.58**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/4/26

Principal: _____ Date: 8/4/26

***** Entries Must Match**

SEWARD HIGH SCHOOL

Reconciliation Activity Account Report

From Date: 7/1/2026
To Date: 07/31/2026

From Acct: 800
To Acct: 800

Date	Payee Source / Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
Activity Acct: 800 - ATHLETICS								**Beginning Balance: $52,961.27**	
Advisor:	Scott Curry								
7/10/26	SPORTS EXPRESS SR BANNER - SHEEHAN	O 149018	18422	63566	$0.00	$30.00	$0.00	$52,931.27	992
7/10/26	SPORTS EXPRESS TRAVEL JACKET	E 148702	18422	63566	$0.00	$18.00	$0.00	$52,913.27	992
7/13/26	RECEIPTS NSAA DIST HOST REIMB			9604	$600.00	$0.00	$0.00	$53,513.27	992
7/13/26	RECEIPTS NSAA 25/26 CHAMP REIMB			9605	$3,574.10	$0.00	$0.00	$57,087.37	992
7/13/26	ELAN FINANCIAL SERVIC BB FIELD WORKERS MEAL		18421	63571	$0.00	$252.09	$0.00	$56,835.28	992
7/13/26	JOHNSON FITNESS & WEL LEG EXTENSION CURL MACHINE	243-002089	18358	63574	$0.00	$3,772.71	$0.00	$53,062.57	992
7/15/26	BSN SPORTS ADMIN JACKETS	934250137	18424	63575	$0.00	$267.00	$0.00	$52,795.57	992
7/15/26	BSN SPORTS BOYS SOCCER SHORTS	934202457	18424	63575	$0.00	$243.00	$0.00	$52,552.57	992
7/15/26	BSN SPORTS VOID: WRONG AMOUNT	934250137	18424	63575	$0.00	($267.00)	$0.00	$52,819.57	992
7/15/26	BSN SPORTS VOID: WRONG AMOUNT	934202457	18424	63575	$0.00	($243.00)	$0.00	$53,062.57	992
7/15/26	BSN SPORTS BOYS SOCCER SHORTS	934202457	18424	63576	$0.00	$243.00	$0.00	$52,819.57	992
7/29/26	RECEIPTS COCA-COLA CONTRACT PMNT			9608	$13,000.00	$0.00	$0.00	$65,819.57	992
7/29/26	RECEIPTS JV TRACK ENTRY - LINC LUTH			9609	$120.00	$0.00	$0.00	$65,939.57	992
7/29/26	RECEIPTS DISTRICT REIMB - SPRING			9614	$3,450.00	$0.00	$0.00	$69,389.57	992
7/29/26	NORRIS PUBLIC SCHOOLS VOID: LOST - STOP PAYMENT		18301	63296	$0.00	($200.00)	$0.00	$69,589.57	992
7/29/26	NORRIS PUBLIC SCHOOLS VOID: LOST - STOP PAYMENT		18332	63296	$0.00	($175.00)	$0.00	$69,764.57	992
7/29/26	NORRIS PUBLIC SCHOOLS REISSUE - GOLF INVITE ENTRY		18332	63587	$0.00	$175.00	$0.00	$69,589.57	992
7/29/26	NORRIS PUBLIC SCHOOLS REISSUE - TRACK & FIELD ENTRY		18301	63587	$0.00	$200.00	$0.00	$69,389.57	992
				Totals	**$20,744.10**	**$4,315.80**	**$0.00**	**$69,389.57**	

Accounts Payable	**$0.00**
Working Balance	**$69,389.57**
Currently Encumbered (PO)	**$0.00**

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 8/4/26

Principal: [signature] Date: 8/4/26

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2026

Salaries for July	Salaries	656,592.27
Jones Bank	FIT/FICA	8,227.90
Tennessee Child Support	Garnishment	9.99
Jones Bank	FIT/FICA	185,151.83
Nebraska Child Support	Garnishment	583.00
ASPIRE	403b	9,186.25
Jones Bank	FIT/FICA	1,708.16
Jones Bank	FIT/FICA	8,934.24
Tennessee Child Support	Garnishment	9.99
NPERS	Retirement	129,001.88
NE Dept. of Revenue	State Tax	26,551.18
Inspira Financial	Section 125	4,882.90
ACP Direct	Tech. Supplies	1,537.06
Ahern, J.F.	Maintenance	960.00
Air Duct Solutions	Maintenance	3,550.00
Allo	Phone	190.00
Amazon Capital Services	Supplies	9,574.02
Ameritas	Vision Insurance	1,217.36
Anson, Harlan	Our Redeemer Stronger Connectio	601.70
Apple Inc	Tech. Supplies	1,316.00
Association for Middle Level Education	Dues & Fees	74.98
Baker, Noelle	Supplies	94.22
Benes, Julie	Transportation	16.25
Blick Art Materials	Supplies	1,283.56
Blue Cross Blue Shield	Insurance	263,988.99
Bohaty, Janet	St. Vincents Title IIA	75.00
Butler County Clerk	Services	100.00
Campbell Cleaning	Services	19,031.80
Carahsoft	Sixpence	2,200.00
Caroling Biological Supply	Supplies	290.91
CDWG	Tech. Supplies	18,752.69
City of Seward	Utilities	42,238.13
Codr Plumbing	Maintenance	1,880.00
Crane, Lisa	St. Vincents Title IIA	75.00
Credit Management Services Inc	Garnishment	643.68
Crete Glass Professionals LLC	Maintenance	485.00
Crouch's Farm & Hardware	Grounds	1,114.59
Culligan	Maintenance	40.00
DAS	Distance Learning	317.87
Egan Supply Co	Maintenance	17,000.50
Ehresman, Jadyn	St. Vincents Title IIA	273.00
Elan Financial	Board Other	740.20
Empowered Communications LLC	Pupil Services	1,436.07
Engineered Controls	Maintenance	16,950.00
ESU 5	Contracted Services	21,396.50
ESU 6	ESU Expense	32,148.01
ESU Coordinating Council	Subscription	2,970.00
Everway LLC	Supplies	2,076.97
Farmers Cooperative	Fuel	36,113.14
Follett Content Solutions	Books	3,869.76
Follett Software, LLC	Subscription	4,161.84
G & P Development Landfill	Grounds	230.94

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2026

Gerhold Concrete Company, Inc	Grounds	598.80
Gimkit	Subscription	1,000.00
Glass Doctor	Transportation	399.80
Go Physical Therapy	Pupil Services	2,126.15
Goldsmith Tree Service	Grounds	4,905.00
Gopher Sports	Equipment	8,565.06
Grainger	Maintenance	2,661.13
Holliday, Hilary	St. Vincent Title IIA	75.00
Inspira Financial	Section 125	127.50
John Deere Financial	Maint. Of Equip.	101.02
Journeyed.com, Inc	Subscription	1,500.00
K & K CDL LLC	Transportation	1,000.00
Kozisek, Morgan	Sixpence	90.00
Learningforward	Dues & Fees	194.00
Lee's Refrigeration	Hot Lunch Repairs	624.58
Lincoln Journal Star	Periodicals	764.40
Lincoln Windustrial	Maintenance	1,554.43
Love Signs	Maintenance	12,411.19
Madison National Life	LTD Ins.	3,062.37
Makerbot Industries LLC	Supplies	178.00
Marshall, Dorothy	St. Vincents Title IIA	75.00
Matheson	Supplies	682.05
Meehl, Jan	Pupil Services	972.20
Middle Creek Printing	Supplies	822.30
Midwest Auto Parts	Maint. Of Equip.	300.84
Midwest Bus Parts	Transportation	428.00
Murman, Amanda	Staff Dev.	40.70
Nasco	Supplies	655.12
Navratil, Catherine	St. Vincent Title IIA	75.00
NCSA Region 1	Dues & Fees	100.00
NACIA	Dues & Fees	40.00
Nebraska Council of School Admin	Dues & Fees	3,989.00
Nebraska Equipment	Equipment Rental	263.75
Nebraska Safety Center	Transportation	1,300.00
Occupational Health Centers of Nebraska	Transportation	758.00
Omnify	Insurance	20.60
One Source	Admin Expense	373.05
O'Reillys	Transportation	99.96
Pac N Save	Maintenance	24.97
Paper Tiger	Business Support	38.00
Planbook Inc	Subscription	18.00
Reed Electric	Maintenance	2,500.00
SACK Lumber	Grounds	85.00
Safety Kleen	Transportation	421.17
Schlegel, Brad	Transportation	77.00
School District of Seward Board Revolving Func	Reimbursement	1,764.53
Seward County Independent	Advertising	1,162.70
Seward Lumber	Maintenance	325.54
Seward Wellness Center	Gym	1,026.00
Sherwin Williams	Maintenance	136.26
Shipley, Daniel	St. Vincents Title IIA	75.00
Site One Landscape Supply	Grounds	867.84
Staples	Supplies	3,922.27

SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
AUGUST 10, 2026

Summit Fire Protection	Maintenance	3,075.90
The Autism Helper, Inc	Supplies	112.59
Timoney, Janet	St. Vincents Title IIA	75.00
Truck Center Companies	Transportation	264.12
Turnitin LLC	Subscription	2,807.01
Unite Private Networks	Distance Learning	1,834.94
UNUM	Life Ins.	536.40
USA Clean	Maintenance	161.78
US Bank	Lease	1,309.80
Vancura, Brad	Transportation	62.00
Verizon	Phone	253.44
Visa	Supplies	1,400.47
Walsworth Adviser Academy	Staff Dev.	150.00
Ward's Science	Supplies	224.50
Waterlink	Maintenance	225.00
Windstream	Phone	319.23
WoodRiver Energy	Utilities	4,618.99
Zultys	Phone	2,344.80
TOTAL GENERAL FUND CLAIMS		1,627,009.58

SCHOOL DISTRICT OF SEWARD
PROPOSED SPECIAL BUILDING FUND CLAIMS
AUGUST 10, 2026

JEO CONSULTING GROUP	BOND PROJECT SURVEY/HVAC/STADIUM	148,861.07
	TOTAL	148,861.07

SCHOOL DISTRICT OF SEWARD
PROPOSED GIFTS AND DONATIONS CLAIMS
AUGUST 10, 2026

VISA	SIXPENCE DIAPERS	63.66
	TOTAL	63.66