**Grade:** 7 Co Ed

**Unit:** Track and Field

**Time Allocation:** ~Week

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| **Class #** | **Objectives** | **Learning Activities** | **Resources** | **Evaluation** |
| 1 | C7–1, C7–3, C7–4, C7-5, C7-6.D7-3. D7-6 | Introduction of physical education, the course and schedule as well as expectations. Also ice breaker games.  | Course outlines, facilities and class schedule. | N/A |
| 2 | A7-1, A7-2, A7-3, A7-4, A7-6, A7-7, C7-1, C7-3, C7-4, C7-6 | An introduction to the various track and field components through discussion, partner and group brainstorming, and exploration. Previous experiences and expectations. Students will write down goals that they have for physical education. | Gymnasium, possibly video equipment to show introductory videos of various track and field aspects. | Day grade, Exit slips, questioning, observation and effort. |
| 3 | A7-1, A7-2, A7-3, A7-4, A7-6, C7-1, C7-3, C7-4, C7-6 | Three point stance, sprints, proper form and acceleration.  | Field/gymnasium | Day grade, Exit slips, questioning, observation and effort. |
| 4/5 | A7-1, A7-2, A7-3, A7-4, A7-6, A7-7, B7-6, B7-4, B7-3, B7-2 C7-1 C7-3 , C7-4, C7-6 | Long Distance running. We will discuss pacing and also warm up and recovery ideas. | Field or gym space. | Exit slips, questioning, observation and effort. |
| 6 | A7-1, A7-2, A7-3, A7-4, A7-5, A7-7, C7-1, C7-3, C7-4, C7-6  | Throwing – Javelin and shot put | Javelins, shot-put, and field space. | Day grade and Exit slips, questioning, observation and effort. |
| 7 | A7-1, A7-2, A7-3, A7-4, A7-7, B7-3, C7-1, C7-3, C7-4 , C7-6, D7-3, D7-4, | If there is remaining time; jumps, high jump, long jump, etcetera  | Field/gymnasium, if a sand pit is available, or high jump equipment. | Day grade and Exit slips, questioning, observation and effort. |

**Grade:** 8 Girls

**Unit:** Track and Field

**Time Allocation:** ~Week

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| **Class #** | **Objectives** | **Learning Activities** | **Resources** | **Evaluation** |
| 1 | C8–1, C8–3, C8–4, C8-5, C8-6.D8-3, D8-6, | Introduction of physical education, the course and schedule as well as expectations. Also ice breaker games. | Course outlines, facilities and class schedule. | N/A |
| 2 | A8-1 - 4, C8-1, A8-10, A8-6, C8-6, C8-3 | An introduction to the various track and field components through discussion, partner and group brainstorming, and exploration. Previous experiences and expectations. | Gymnasium, possibly video equipment to show introductory videos of various track and field aspects. | Day grade, Exit slips, questioning, observation and effort. |
| 3 | A8-1 -4, C8-1, A8-10, A8-6, A8-7, C8-6, C8-3 | Three point stance, sprints, proper form and acceleration.  | Field/gymnasium | Day grade, Exit slips, questioning, observation and effort. |
| 4/5 | A8-1 - 4, C8-1, A8-10, A8-6, A8-7, C8-6, C8-3 | Long Distance running. We will discuss pacing and also warm up and recovery ideas. | Field or gym space. | Exit slips, questioning, observation and effort. |
| 6 | A8-1 - 4, C8-1, A8-10, A8-5, A8-6, A8-7, C8-6, C8-3 | Throwing – Javelin and shot put | Javelins, shot-put, and field space. | Day grade and Exit slips, questioning, observation and effort. |
| 7 | A8-1 - 4, C8-1, A8-10, A8-5, A8-6, A8-7, C8-6, C8-3 | If there is remaining time; jumps, high jump, long jump, etcetera  | Field/gymnasium, if a sand pit is available, or high jump equipment. | Day grade and Exit slips, questioning, observation and effort. |

**Grade:** 9 Girls

**Unit:** Track and Field

**Time Allocation:** ~Week

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| **Class #** | **Objectives** | **Learning Activities** | **Resources** | **Evaluation** |
| 1 | C9–1, C9–3, C9–4, C9-5, C9-6.D9-3, D9-6, | Introduction of physical education, the course and schedule as well as expectations. Also ice breaker games. Students will record goals that they have based on physical activity.  | Course outlines, facilities and class schedule. | N/A |
| 2 | A9-1 - 4, C9-1, A9-10, A9-6, C9-6, C9-3 | An introduction to the various track and field components through discussion, partner and group brainstorming, and exploration. Previous experiences and expectations. | Gymnasium, possibly video equipment to show introductory videos of various track and field aspects. | Day grade, Exit slips, questioning, observation and effort. |
| 3 | A9-1 -4, C9-1, A9-10, A9-6, A9-7, C9-6, C9-3 | Three point stance, sprints, proper form and acceleration.  | Field/gymnasium | Day grade, Exit slips, questioning, observation and effort. |
| 4/5 | A9-1 - 4, C9-1, A9-10, A9-6, A9-7, C9-6, C9-3 | Long Distance running. We will discuss pacing and also warm up and recovery ideas. | Field or gym space. | Exit slips, questioning, observation and effort. |
| 6 | A9-1 - 4, C9-1, A9-10, A9-5, A9-6, A9-7, C9-6, C9-3 | Throwing – Javelin and shot put | Javelins, shot put, and field space. | Day grade and Exit slips, questioning, observation and effort. |
| 7 | A9-1 - 4, C9-1, A9-10, A9-6, A9-7, C9-6, C9-3 | If there is remaining time; jumps, high jump, long jump, etcetera  | Field/gymnasium, if a sand pit is available, or high jump equipment. | Day grade and Exit slips, questioning, observation and effort. |