

9th-12th Physical Education

Unit Title: Team Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
Central Idea/Enduring Understanding: Developing an understanding of the history and rules of team sports allows individuals to participate and develop cooperative behaviors that translate beyond the playing field.		Essential/Guiding Question: Soccer <ul style="list-style-type: none"> What are the “3’s” of passing? How do you trap a pass?

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Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.

Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.

- What parts of the foot do you use for different skills (shooting Passing Dribbling, Trapping)
- What are considered fouls in soccer?
- What is the regulation field of measurement?

Floor Hockey

- How many players are on the court at a time?
- How should you hold the hockey stick?
- What is the best way to play defense?
- What side of the stick can you use ?

Flag Football

- What is the proper technique for completing a pass?
- Why should you use the laces to throw the football?
- What is the difference between “diamond high” and “pinky low”?
- Explain what the term “Flag” means in football.
- How many points is a touchdown worth?
- How many points is a field goal worth.

Volleyball

- What is the proper way to set a volleyball?
- What is the proper way to bump a volleyball?
- How do you score in volleyball?
- What is the “z” rotation?
- What is the V and W formation
- Why is communication important during a match?
- Is Volleyball rally scoring?

Softball

- How should you grip the bat?
- How should you ground a ball?
- Why is it important to catch the ball with a glove?
- How is the ball pitched?
- How many positions are there in Softball?

Basketball

- What is a Double Dribble?
- What are the different types of shots?
- Hey is it important to keep your eyes up while dribbling?
- Why is it important to learn how to dribble with both hands?

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	<ul style="list-style-type: none"> • What are the three passes in basketball? • Ultimate Games • How are ultimate games different from regular games? • Why is communication and collaboration important during these games?
<u>Content:</u> Soccer Floor Hockey Flag Football Volleyball Softball Basketball Ultimate Games	<u>Skills(Objectives):</u> Recall the rules for the activities. Practice their skills during the activities. Demonstrate proper offensive and defensive skills during the activities. Use sportsmanship during the activities. Compare and contrast equipment between the different activities.
<u>Interdisciplinary Connections:</u> Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.	

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> <ul style="list-style-type: none"> • Formative assessments <ul style="list-style-type: none"> ○ Observation ○ Self-assessment ○ Self-reflection • Summative assessments <ul style="list-style-type: none"> ○ Performance assessment ○ Quizzes/Tests 	<u>Other Evidence:</u> <ul style="list-style-type: none"> • Performance verbal and visual feedback
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Stage 3: Learning Plan

<u>Learning Opportunities/Strategies:</u> Soccer: <ul style="list-style-type: none"> • Skills <ul style="list-style-type: none"> ○ Dribbling/ trapping ○ Passing/ kicking ○ Throw-in ○ Shooting 	<u>Resources:</u> Soccer Activities: <ul style="list-style-type: none"> • 4-way soccer • Triangles • Passing Drills • Monkey in the Middle • World Cup
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- Basic rules/ safety
- Positions/field lay-out
- Soccer terminology
- Strategy
 - Offensive
 - Defensive

Floor Hockey:

- Skills
 - Gripping the stick
 - Passing
 - Shooting
 - Trapping
 - Puck Control
- Basic rules/safety
- Positions/ court lay-out
- Hockey terminology
- Strategy
 - Offensive
 - Defensive

Flag Football:

- Skills
 - Catching
 - Passing
 - Punting
- Basic rules/ safety
- Positions/ field layout
- Strategy
 - Route running
 - Pass timing
 - Defensive coverage
 - Blocking techniques
 - Assignments

Volleyball:

- Skills
 - Bumping
 - Setting
 - Serving
 - Underhand
 - Overhand

- Popcorn Throw-ins
- 3 on 3
- Steal the Bacon
- Soccer Game

● Equipment:

- Soccer ball
- Cones
- Pinnies
- Hula hoops
- Goals

Floor Hockey

- Deck Ring Hockey
- Keep Away
- Pass-Pass-Shoot
- 2 on 1
- Hockey Game
- Sideline Hockey
- Round Robin Tournament

● Equipment:

- Deck rings
- Hockey sticks
- Deck ring sticks
- Goals
- Pinnies
- Boarders

Flag Football

- QB Rescue
- 21
- Capture the Flag
- Touch-Hand Touch
- Flag Football Game
- Run the Route
- Skills Contest
 - Passing for distance and accuracy
 - Kicking for distance and accuracy

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<ul style="list-style-type: none"> ○ Spiking ● Basic rules/ safety ● Formation/ rotation ● Strategy <ul style="list-style-type: none"> ○ Offensive ○ Defensive <p>Softball:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Bunting ○ Hitting ○ Throwing ○ Catching ● Basic rules/ safety ● Positions/ field layout ● Strategy <ul style="list-style-type: none"> ○ Offensive ○ Defensive <p>Basketball:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Passing <ul style="list-style-type: none"> ■ Chest pass ■ Overhead pass ■ Bounce pass ○ Dribbling ○ Shooting <ul style="list-style-type: none"> ■ Lay-up ■ Foul shot ■ Jump shot ○ Pivoting ○ Triple Threat ● Basic rules/ safety ● Positions/ court layout ● Strategy <ul style="list-style-type: none"> ○ Offensive ○ Defensive <p>Ultimate Games:</p> <ul style="list-style-type: none"> ● Skills <ul style="list-style-type: none"> ○ Passing ○ Catching 	<ul style="list-style-type: none"> ○ Consecutive catches <ul style="list-style-type: none"> ● Equipment: <ul style="list-style-type: none"> ○ Footballs ○ Flags ○ Cones <p>Volleyball</p> <ul style="list-style-type: none"> ● Skill Practice ● Nuke ‘Em ● 4-way Volleyball ● Eliminator ● Mini Games ● Partner Rescue ● Round Robin Tournament <ul style="list-style-type: none"> ● Equipment: <ul style="list-style-type: none"> ○ Volleyballs ○ Volleyball nets ○ Scoreboards <p>Softball</p> <ul style="list-style-type: none"> ● Run the Bases ● Softball Game ● Tee-Ball ● Two-runner Softball <ul style="list-style-type: none"> ● Equipment: <ul style="list-style-type: none"> ○ Bases ○ Softballs ○ Bats ○ Gloves <p>Basketball</p> <ul style="list-style-type: none"> ● Dog Fight ● Around the World ● Dribble Tag ● Speed Shooting ● Ultimate Basketball
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- Throwing
- Basic rules/ safety
- Positions/ court and field layout
- Strategy
 - Offensive
 - Defensive

- Sideline Basketball
- 5 on5
- 3 on 3
- HORSE
- Down the Line
- Equipment:
 - Basketballs
 - Pinnies
 - Hoops
 - Cones
 - Poly spots

Ultimate Games

- Ultimate Football
- Ultimate Frisbee
- Ultimate Basketball
- Equipment:
 - Basketball
 - Frisbee
 - Football
 - Cones
 - Hoops
 - Pinnies

Guy Bailey (2004) *The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!*

Isobel Kleinman (2009) *Complete Physical Education Plans for Grades 5 to 12-2nd Ed.*

Jerre McManama (2013) *Physical Education Activity Handbook (13th Edition)*

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	<p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>*LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>		
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p>	<p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p>	<p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Provide consistent scaffolding and skill modifications based on IEP.</p>

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			<p>Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p>
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9th-12th Physical Education

Unit Title: Movement & Cooperative Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.12.CFR.2	Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.
Central Idea/Enduring Understanding: Individual role in games develops sportsmanship, trust, and effective communication skills that can be used in personal and professional settings.		Essential/Guiding Question: Why is communication important during the activity? Why is trust important during the activity? Why is collaboration important?

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<p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>The quality of feedback from others, selfassessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.</p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>	<p>How does the activity relate to life?</p> <p>Why should you use sportsmanship during the activity?</p>
<p>Content:</p> <ul style="list-style-type: none">● Adventure Education● Green and White Games	<p>Skills(Objectives):</p> <p>Use sportsmanship during activities to help encourage their teammates and the other team.</p>

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	<p>Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.</p> <p>Compare and contrast strategies used to impact individual, team and group effectiveness and make modifications for improvement.</p> <p>Use collaboration and teamwork to achieve the objectives.</p>
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Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative assessments
 - Observation
 - Self-assessment
 - Self-reflection
- Summative assessments
 - Performance assessment
 - Quizzes/Tests

Other Evidence:

- Performance verbal and visual feedback

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Adventure Education

- Poison Peanut Butter
- Caterpillar Relay
- Human Knot
- Spider Web
- Object Toss
- Gilligan's Island
- All Aboard
- Odds and Evens
- Circle the Circle
- Team Juggling
- Battleship
- Team Rock, Paper, Scissors
- Animal Sounds
- Dr. Dodge

Resources:

Equipment:

- Adventure Education
- Dice
- Nerf Balls
- Hula Hoops
- Scarfs
- Big ball
- Hockey nets

Green and White Games

- Rope
- Hula Hoops
- Bats and helmets

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<ul style="list-style-type: none"> ● Space Chase <p>Green and White Games</p> <ul style="list-style-type: none"> ● Tug of War ● Bat Spin Relay ● Locomotion ● Caterpillar ● Squirmish 	<p>Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i></p> <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p>	<p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p>	<p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions</p>

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		<p>Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Provide consistent scaffolding and skill modifications based on IEP. Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p>
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Unit Title: Fitness & Wellness Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

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2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.		
Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success.
Central Idea/Enduring Understanding: <p>Maintaining a lifetime fitness plan leads to a healthier and more productive adult workforce.</p> <p>Establishing a wellness regimen allows an individual to develop a healthy social and emotional management plan.</p> <p>A variety of effective fitness principles applied consistently over time, enhance personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T)).</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>		Essential/Guiding Question: <p>What is the F.I.T.T. Principle?</p> <p>Why is it important to be physically active?</p> <p>How many minutes per day should teens be physically active?</p> <p>How does body composition change over time when somebody is physically active?</p> <p>What are some short- and long-term physical, social, and emotional benefits of regular physical activity?</p> <p>What is the difference between skill-related fitness and health-related fitness?</p> <p>How can you improve your muscular strength and endurance?</p> <p>How can you improve your agility?</p> <p>How can you improve your speed?</p>
Content: <ul style="list-style-type: none"> ● Cardiovascular Games ● Fitness Activities ● Presidential Physical Fitness Testing 		Skills(Objectives): <p>Locate pulse on the wrist and neck.</p> <p>Practice tracking resting heart rate.</p>

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	<p>Compare and contrast skill-related fitness and health-related fitness.</p> <p>List short-and long-term physical, social, and emotional benefits of regular physical activity.</p> <p>Memorize skill-related fitness terms and exercises.</p> <p>How does exercise improve bone density, muscle growth, and your cardiovascular system?</p>
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Interdisciplinary Connections:

Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.

Stage 2: Assessment Evidence

Performance Task(s):

- Formative assessments
 - Observation
 - Self-assessment
 - Self-reflection
- Summative assessments
 - Performance assessment
 - Quizzes/Tests

Other Evidence:

- Performance verbal and visual feedback

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Cardiovascular Games

- Capture the Flag
- Tag Games
 - Fitness Tag
 - Island Tag
 - Everyone is It Tag
 - Medical Tag
 - Triangle Tag
 - Hop Tag
 - Cow Tip Tag
 - Close Pin Tag
 - Blob Tag
 - Turn Tag
- Fitness Activities
 - Fitness Pin-Guard

Resources:

Equipment:

- Cardiovascular Games
 - Flags
 - Hula hoops
 - Flag belts
- Fitness Activities
 - Mats
 - Balls
 - Scooters
 - Cones
 - Pins
- Presidential Physical Fitness Testing
 - Beanbags
 - Stop watches
 - Mats
 - Broad jump mat
 - Floor tape
 - Pull-up bar

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<ul style="list-style-type: none"> ○ Crab Soccer ○ Grab and Go ○ Scooter Relay ○ Zumba ○ Circuits ○ Matball ○ Spelling Bee ○ Speedball ○ Goalball ● Presidential Physical Fitness Testing <ul style="list-style-type: none"> ○ Sit and Reach ○ Mile Run ○ Curl Ups ○ Pull Ups ○ Standing Broad Jump ○ Shuttle Run ○ Push Ups 	<ul style="list-style-type: none"> ○ Sit and Reach boards <p>Guy Bailey (2004) <i>The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!</i></p> <p>Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i></p> <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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<p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p>	<p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p>	<p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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		<p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none">Extended timeProvide visual aidsRepeated directionsDifferentiate based on proficiencyProvide word banksAllow for translators, dictionaries <p>Provide consistent scaffolding and skill modifications based on IEP.</p> <p>Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p>
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9th-12th Physical Education

Unit Title: Individual Activities

Stage 1: Desired Results

Standards & Indicators:

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas	With a growth mindset, failure is an important part of success.

Central Idea/Enduring Understanding:

Developing foundational knowledge of physical fitness, skill development of eye-hand coordination, and basic kinesiology allows individuals to become proactive in wellness planning.

Essential/Guiding Question:

How can you generate more power and force?

What are some mental strategies to improve your overall performance?

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<p>Awareness of self-correction and reflective practices allows individuals to obtain feedback from medical and therapeutic personnel for lifetime health and wellness management.</p> <p>Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities).</p> <p>Feedback from others and self-assessment impacts performance of movement skills and concepts.</p> <p>Individual and team goals are achieved when applying effective tactical strategies in games, sports, and other physical fitness activities.</p> <p>Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness</p> <p>Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.</p> <p>Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p>	<p>Why is eye-hand coordination important for these activities? How can you improve your eye-hand coordination?</p> <p>How can you use external feedback to detect and correct errors in your movement performance?</p>
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<p><u>Content:</u></p> <ul style="list-style-type: none"> ● Backyard Games ● Individual Sports 	<p><u>Skills(Objectives):</u></p> <p>Use external feedback to improve performance and skills.</p> <p>Demonstrate proper footwork to improve speed, power, and agility.</p> <p>Apply skill-related skills to improve overall performance.</p>
<p><u>Interdisciplinary Connections:</u></p> <p>Students will display the ability to learn, reason, think creatively, make decisions, and solve problems using skills from various academic areas incorporated into the content of this course.</p>	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Formative assessments <ul style="list-style-type: none"> ○ Observation ○ Self-assessment ○ Self-reflection ● Summative assessments <ul style="list-style-type: none"> ○ Performance assessment ○ Quizzes/Tests 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Performance verbal and visual feedback
<p style="text-align: center;">Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>Backyard Games</p> <ul style="list-style-type: none"> ● Cornhole ● Washers ● Horseshoes ● Frolf <p>Individual Sports</p> <ul style="list-style-type: none"> ● Four square ● Tennis ● Pickleball ● Badminton ● Track and Field 	<p><u>Resources:</u></p> <p>Equipment:</p> <ul style="list-style-type: none"> ● Backyard Games <ul style="list-style-type: none"> ○ Washers and boards ○ Recess balls ○ Horseshoes and poles ○ Frisbees ● Individual Sports <ul style="list-style-type: none"> ○ Nets ○ Rackets ○ Paddles ○ Birdies ○ Wiffle balls ○ Batons ○ Shot puts ○ Hula hoops ○ Tennis balls

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	<p>Guy Bailey (2004) <i>The Physical Educator's Big Book of Sport Lead-Up Games: A complete K-8 sourcebook of team and lifetime sport activities for skill development, fitness and fun!</i></p> <p>Isobel Kleinman (2009) <i>Complete Physical Education Plans for Grades 5 to 12-2nd Ed.</i></p> <p>Jerre McManama (2013) <i>Physical Education Activity Handbook (13th Edition)</i></p> <p>Joanne M. Landy and Maxwell J. Landy (1993) <i>Ready-To-Use P.E. Activities for Grades 7-9 (Complete Physical Education Activities Program) (bk. 4)</i></p> <p>Kimberly Wechsler and Michael Sleva (2013) <i>303 Kid-Approved Exercises and Active Games (SmartFun Activity Books)</i></p> <p>Dorothy Zakrajsek (2003) <i>Quality Lesson Plans for Secondary Physical Education - 2nd Ed</i></p> <p>LGBT and Disabilities Law https://sharemylesson.com/collections/pride-month https://hreusa.org/hre-library/topics/lgbtq-rights/lesson-plans/</p>
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Offer opportunities for students to model, coach peers.</p> <p>Lead group warm-ups.</p> <p>Organize teams and games.</p> <p>Allow opportunities to alter game rules.</p>	<p>Once skill is demonstrated, offer OGL students the chance to give feedback and pointers to struggling and special needs/ELL peers.</p>	<p>Offer opportunities for struggling students to work with HA/OGL peers to reinforce skills and concepts.</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p>

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		<p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p> <p>Provide consistent scaffolding and skill modifications based on IEP. Use peer mentors to demonstrate skills and concepts one-on-one.</p> <p>Modify equipment or range to allow the students to feel safe and provide higher chance of achievement.</p> <p>Reinforce specific terms associated with content with definition cards; teacher can use ELL terms specific to ELL population and integrate into lessons by accessing Google Translate https://translate.google.com/</p> <p>Modify handouts and powerpoints to ensure visual clarity.</p> <p>Modify and individualize formative assessment strategies to ensure students have time to process and give feedback.</p> <p>Use of individual modifications and adaptations according to IEP/504</p> <p>If using instructional videos, try to use close captioned whenever possible.</p>
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Pacing Guide

Course Name	Resource	Standards
Unit 1		
Team Activities 15 Days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.5
Unit 2		
Movement & Cooperative Activities 15 days	Unit Online Assessment: Edpuzzle/Google Classroom/Class Dojo	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.4 2.2.12.LF.5
Unit 3		
Fitness & Wellness Activities 15 days	Unit Online Assessment:	2.2.12.PF.1 2.2.12.PF.2 2.2.12.PF.3 2.2.12.PF.4 2.2.12.PF.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.4 2.2.12.LF.5 2.2.12.LF.6 2.2.12.LF.7
Unit 4		
Individual Activities 15 Days	Unit Online Assessment:	2.2.12.MSC.1 2.2.12.MSC.2 2.2.12.MSC.3 2.2.12.MSC.4 2.2.12.MSC.5 2.2.12.LF.1 2.2.12.LF.2 2.2.12.LF.3 2.2.12.LF.8