

COURSE NAME: 9TH GRADE PHYSICAL EDUCATION

Unit: Project Adventure
Essential Questions: How do these experiences relate to my ability to communicate effectively inside and outside of the classroom? In what kinds of situations do I want to lead? In what kinds of situations do I want to be led? Why? What can I do to improve my ability to be an effective leader?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).	Create Full Value Contract. Explain and implement IPAR (Identify, Plan, Action and Reflection). Demonstrate ability to balance, spacial awareness. Demonstrate fine and gross motor skills.	Adventure Curriculum for PE (HS) p.8, 15-17	Lecture Demonstration Guide and Discover Practice Games Questioning	Participation Debrief Questions Final Exam Questions
2.24 Identify life-management skills and protective factors that contribute to achieving personal wellness health goals, including researching, evaluating, and implementing strategies to manage personal wellness, monitor progress, and revise plans.	Demonstrate leadership skills. Assess situations and devise creative solutions. Describe situations in which they could be a leader or choose to follow.	Adventure Curriculum for PE (HS) p.15-17	Lecture Demonstration Group Discussion Debrief Practice Games Questioning Cooperative Learning	IPAR Template Participation Team Challenge

<p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>	<p>Evaluate and assess risk associated with various activities. Demonstrate how to effectively work with a group.</p>	<p>Adventure Curriculum for PE (HS) p.14-17</p>	<p>Demonstration Group Discussion Lecture Practice Games Questioning</p>	<p>Participation Debrief</p>
<p>2.27 Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).</p>	<p>Demonstrate leadership skills. Develop ideas regarding success and failure. Encourage participation for all teammates. Demonstrate respect and empathy for others. Work cooperatively in a group. Demonstrate effective communication skills including listening and speaking. Understand the importance of nonverbal communication</p>	<p>Adventure Curriculum for PE (HS) p.15-19</p>	<p>Demonstration Group Discussion Debrief Practice Games Questioning Cooperative Learning</p>	<p>-Create Project Adventure Game -Participation -Debrief -Writing Across The Curriculum: List characteristics developed in Project Adventure activities</p>

Unit: INTRODUCTION TO FLEXIBILITY
Essential Questions: How can flexibility help maintain a healthy body? Which philosophies and techniques of yoga assist in stress management and relaxation? How can the strategies learned in flexibility/yoga be implemented in real life situations?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
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<p>2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).</p>	<p>Develop flexibility and muscle endurance through a variety of movement forms. Demonstrate ability to balance, spacial awareness and fine and gross motor skills. Demonstrate a variety of yoga poses including-standing, sitting and balance poses, twists and forward and backward bends.</p>	<p>The American Yoga Association Beginner’s Manual pp. 51-198. Simply Yoga DVD.</p>	<p>Lecture Student Demonstration Teacher Demonstration DVD Practice Questioning Modeling</p>	<p>Participation Teacher Observation Yoga Quiz (Common Assessment) Final Exam</p>
<p>2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise.</p>	<p>Demonstrate activities for warming up before and cooling down after exercise. Demonstrate understanding and competency in using controlled movement to begin, maintain and end the yoga sequence.</p>	<p>Long Beach Unified School District Curriculum pp. 1-7. The American Yoga Association Beginner’s Manual pp. 19-34. Simply Yoga DVD.</p>	<p>Lecture Student Demonstration Teacher Demonstration DVD Practice Questioning Modeling</p>	<p>Participation Teacher Observation</p>
<p>2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.</p>	<p>Demonstrate competence in the yoga fundamentals and sequences. Develop an understanding of what the body does, where the body moves, how the body performs the movement and relationships that enable skill performance. Demonstrate understanding and competency in using controlled movement to begin, maintain and end the yoga sequence.</p>	<p>East Hartford High School Curriculum pp. 6-7. Long Beach Unified School District Curriculum pp. 1-7. The American Yoga Association Beginner’s Manual pp. 51-198.</p>	<p>Lecture Student Demonstration Teacher Demonstration DVD Guided Practice Questioning Group Discussion Modeling</p>	<p>Participation Teacher Observation Student Assessment-check sheet with poses and techniques.</p>

<p>2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.</p>	<p>Develop flexibility and muscle endurance through a variety of movement forms. Explain the benefits of stretching, improved flexibility and muscular development. Describe benefits of muscular strength and endurance through the lifetime.</p>	<p>East Hartford High School Curriculum pp. 6-7. Yoga Ed Curriculum pp. 1-12. Acton-Boxborough Regional High School Curriculum p. 16.</p>	<p>Lecture Student Demonstration Teacher Demonstration DVD Guided Practice Questioning Modeling</p>	<p>Participation Teacher Observation</p>
<p>2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.</p>	<p>Develop individual competence and versatility in movement skills, understand movement concepts and relate physical activity to life-long health. Understands and demonstrates ways in which his/her health and well-being can be enhanced and maintained. Manage resources and practice behaviors that protect and enhance their physical, intellectual, emotional and social health. Explain strategies to maintain flexibility though a lifetime.</p>	<p>Yoga Ed Curriculum pp. 1-12. BodySense Curriculum pp.51-54. Long Beach Unified School District Curriculum pp. 1-7.</p>	<p>Lecture Student Demonstration Teacher Demonstration Guided Practice Questioning Group Discussion</p>	<p>Participation Teacher Observation</p>
<p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>	<p>Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Develop an understanding of yoga etiquette and terminology. Understand and demonstrate use of safety rules and own physical limitations.</p>	<p>East Hartford High School Curriculum pp. 6-7. Yoga Ed Curriculum pp. 1-12. Acton-Boxborough Regional High School Curriculum p. 16.</p>	<p>Student Demonstration Teacher Demonstration Group Discussion Lecture Practice Questioning</p>	<p>Participation Teacher Observation</p>

Unit: Muscular Strength/ Endurance
Essential Questions: Throughout your life how could you improve or maintain your current fitness level? What are the health benefits of being physically fit? What was the most difficult movement for you to master weighted or body weight, during the strength unit?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise.	Demonstrate both static and dynamic stretches	CrossFit Physical Education and Athletic Program PE Central Complete Physical Education Plans Physical Best Activity Guide	Teacher demonstrations Lecture Peer teaching Brain storming	Teacher observation Poster project PE Fitness Journal Base Line Test
2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.	Demonstrate proper form during the following exercise: push up, pull up, air squat, sit up, back squat and bench press. Determine resting, target, and max heart rate using two different techniques. Explain which muscle groups are being used during specific stretches. Determine location of muscle groups. Explain safety procedures in weight room. Explain weight room terms(rep, set, max)	CrossFit Physical Education and Athletic Program PE Central Complete Physical Education Plans Physical Best Activity Guide	Teacher demonstrations Lecture Peer teaching Brain storming	Teacher observation Poster project PE Fitness Journal Base Line Test <u>Problem Solving</u> Video Assessment

<p>2.21 Identify the components of physical fitness and the factors involved in planning and evaluating fitness programs for individuals at different stages of the life cycle.</p>	<p>Explain the five components of physical fitness. Explain the benefits of weight training throughout life. Explain guidelines for weight training routine. Compare and contrast muscular strength and muscular endurance. Explain the benefits of sports specific training.</p>	<p>CrossFit Physical Education and Athletic Program PE Central Complete Physical Education Plans Physical Best Activity Guide</p>	<p>Teacher demonstrations Lecture Peer teaching Brain storming</p>	<p>Teacher observation Poster project PE Fitness Journal Base Line Test</p>
<p>2.23 Meet developmentally appropriate health-related fitness benchmarks.</p>	<p>Students will explain their pre and post Base line test results</p>	<p>CrossFit Physical Education and Athletic Program PE Central Complete Physical Education Plans Physical Best Activity Guide</p>	<p>Teacher demonstrations Lecture Peer teaching Brain storming</p>	<p>Teacher observation Poster project PE Fitness Journal Base Line Test</p>
<p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity</p>	<p>Demonstrates understanding of the safety procedures in the weight room.</p>	<p>CrossFit Physical Education and Athletic Program PE Central Complete Physical Education Plans Physical Best Activity Guide</p>	<p>Teacher demonstrations Lecture Peer teaching Brain storming</p>	<p>Teacher observation Poster project PE Fitness Journal Base Line Test</p>

COURSE NAME: 9TH GRADE PHYSICAL EDUCATION

Unit: Games / Cardiovascular Endurance
Essential Questions: How is having a physically active lifestyle beneficial to your daily routine? What long term health risks could you face by not being physically active? What are the advantages and disadvantages of using a heart rate monitor during physical activity?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self- defense, dance, and gymnastics).	<p>Demonstrates ability to balance, special awareness and fine and gross motor skills.</p> <p>Demonstrates understanding of concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Understand rules and how an activity is played.</p>	Physical Best Activity Guide(MS & HS) P. 89	<p>Lecture</p> <p>Demonstrations</p> <p>Practice</p> <p>Brainstorming</p> <p>Games</p>	<p>Teacher Observation</p> <p>Participation</p> <p>Debrief Questions</p> <p>Final Exam</p>
2.18 Demonstrates activities for warming up and cooling down before and after aerobic exercise.	<p>Demonstrates understanding of proper stretching as well as the knowledge of the major muscle groups involved.</p> <p>Demonstrates ability to lead classroom stretching.</p>	Complete Physical Educations Plans Grades 5-12	<p>Demonstrations</p> <p>Examples</p> <p>Group Discussion</p>	<p>Participation</p> <p>Stretching Captains</p>

2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.	Demonstrate the ability to maintain active participation throughout an activity.	Complete Physical Educations Plans Grades 5-12	Practice Games	Participation
2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.	Exhibit sportsmanship and empathy towards other students throughout the class. Demonstrates understanding of concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.	Physical Best Activity Guide(MS & HS) P. 89	Demonstrations Examples	Participation Quiz (Common Assessment)

Unit: 9th Grade Volleyball

Essential Questions: What are the 3 main skills needed to play a game of volleyball? In a Physical Education setting why is teamwork important? Why is volleyball a life-long activity? Explain how you feel about playing by rules in volleyball? What is the advantage of using all three hits in the game of volleyball? Why is acceptance in sports and life important?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and	Demonstrate proper technique and use of the underhand serve, forearm pass and set. Explain why height is such an important part of	Physical Activity Guide Chapter 16 pages 541-591	Lecture Demonstration Practice Small Group Practice Large Group Drills	Participation Self-Assessment Debrief Questions <u>Common Quiz:</u> Rules of Volleyball

motor skills	the forearm pass and set.			
2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise	Demonstrate proper stretching for volleyball specific muscles.	Physical Activity Guide Chapter 16 pages 541-591	Lecture Demonstration	Teacher Observation
2.25 Understand how activity participation patterns are likely to change throughout life and identify strategies to deal with those changes, including a plan for life-long wellness.	Define lifetime activity. Plan an appropriate weekly workout with volleyball included in your workout	Center For Disease Control “How much exercise do you need” http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html	Lecture Handout Group Discussion Brainstorming	Participation Self-Assessment Debrief Questions
2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.	Assess the risk associated with volleyball for your personal fitness plan. Identify positive behaviors that help your team work together	Physical Activity Guide Chapter 16 pages 541-591	Demonstration	Observation Group Discussion Journal Writing “How did the team activity make you feel”

<p>2.27 Define the functions of leadership in team sports (increasing motivation, efficiency, and satisfaction).</p>	<p>Demonstrate Leadership Skills Discuss characteristics people displayed that make them a good leader. Demonstrate good listening skills Demonstrate good verbal and non-verbal communication with your teammates and the other teams</p>	<p>Physical Activity Guide Chapter 16 pages 541-591</p>	<p>Demonstration</p>	<p>Observation Group Discussion Holistic Self Assessment</p>
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Unit: RACQUET SPORTS

Essential Questions: How does participation in racquet sports improve physical fitness? How do teamwork and sportsmanship affect game play? How do tennis skills relate to other racquet sports? Where does one's personal space end and someone else's space begin?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
<p>2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).</p>	<p>Demonstrate the skills of the proper grip, ball control, stance and ready position. Develop basic preparation and execution to hit a forehand drive. Develop basic preparation and execution to hit a backhand drive. Learn to execute the basic serve. Demonstrate understanding of the rules of racquet sports. Develop basic preparation and execution to hit an overhead clear. Develop basic preparation and execution to hit the smash. Develop basic preparation and execution to hit the drop-shot. Develop basic preparation and execution to hit the drive shot. Understand the scoring in a racquet game. Apply playing skills and knowledge in game play.</p>	<p>-USTA Schools Program Curriculum Get In the Game pp.31-72. -Teaching Cues For Sport Skills pp. 51-67, 350-366. -Complete Physical Education Plans for Grades 5-12 pp. 623-660, 733-760. -Quality Lesson Plans for Secondary Physical Education pp. 44-68, 206-222. -Tested Tennis Tips pp. 17-112. -Ready-To-Use PE Activities Grades 7-9 pp. 305-316.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice</p>	<p>Participation Teacher Observation Skill Test Writing Across the Curriculum: List 4 Skills In Racquet Sports Final Exam Questions</p>

<p>2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise.</p>	<p>Demonstrate activities for warming up before and cooling down after exercise. Demonstrate understanding and competency in using controlled movement to begin, maintain and end an activity.</p>	<p>-Tested Tennis Tips pp. 209-215. - Complete Physical Education Plans for Grades 5-12 pp. 43-47, 740-760.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice Skill Specific Warm-Up Student Lead Warm-Up</p>	<p>Participation Teacher Observation</p>
<p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>	<p>Exhibit responsible personal and social behavior that respects self and others in physical activity settings. Demonstrate good sportsmanship during play. Perform by the rules, scoring and etiquette of tennis.</p>	<p>-Teaching Cues For Sport Skills pp. 365-369. - Complete Physical Education Plans for Grades 5-12 pp. 734, 738. - Quality Lesson Plans for Secondary Physical Education pp. 206-209. - Ready-To-Use PE Activities Grades 7-9 p. 314.</p>	<p>Student Demonstration Teacher Demonstration Group Discussion Lecture Practice Questioning Rule and Etiquette Handout</p>	<p>Participation Teacher Observation Quiz</p>

Unit: PERSONAL DEFENSE

Essential Questions: How does participation in personal defense prepare you for real life situations? How does discipline build self-confidence? How does personal defense increase awareness for personal safety? Why is it beneficial to participate in a personal defense unit? How do momentum and force affect personal defense movements?

Framework Standard	Content / Skills	Resources	Instructional Strategies	Assessments
<p>2.17 Demonstrate developmentally appropriate competence (basic skills, strategies, and rules) in many and proficiency in a few movement forms and motor skills (team sports, aquatics, individual/dual sports, outdoor pursuits, self-defense, dance, and gymnastics).</p>	<p>Learn motor skills and movement patterns needed to protect and defend themselves. Gain poise, confidence and self-esteem to react effectively in a variety of situations. Develop conflict resolution and basic personal defense skills. Improve assertiveness skills and self-confidence which are key components to decreasing bullying behaviors. Demonstrate competency in motor skills, movement patterns and strategies needed to perform a variety of physical activities.</p>	<p>-R.A.D. Basic Physical Defense for Women Manual pp. 14-62. -Are They Safe? C.L.A.S.S Self-Defense Curriculum For Grades 7-12 pp. 41-69. -Teaching Self-Defense In Secondary Education pp. 1-73. -Streetwise Self-Defense pp. 137-163. W.A.A.P Women’s Anti-Assault Program pp. 12-17. -C.L.A.S.S Safety &Self-Defense Lessons 1-9 DVD. -Bridgewater Police Self-Defense Video -A Women’s Guide to Personal Safety pp.37-95.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice Student Leaders</p>	<p>Participation Teacher Observation Skill Test with Padded Attacker Pre and post Assertiveness Assessments Final Exam</p>

<p>2.18 Demonstrate activities for warming up and cooling down before and after aerobic exercise.</p>	<p>Demonstrate activities for warming up before and cooling down after exercise. Demonstrate understanding and competency in using controlled movement to begin, maintain and end an activity.</p>	<p>Are They Safe? C.L.A.S.S Self-Defense Curriculum For Grades 7-12 pp. 74-75. Teaching Self-Defense In Secondary Education pp. XV.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice Skill Specific Warm-Up Student Lead Warm-Up</p>	<p>Participation Teacher Observation</p>
<p>2.19 Apply concepts about sequential motor learning and development, biomechanics, exercise physiology, and sports psychology.</p>	<p>Develop and demonstrate in progression the nonverbal, verbal and physical personal defense tactics.</p>	<p>-A Women’s Guide to Personal Safety pp. 5-95. - R.A.D. Basic Physical Defense for Women Manuel pp. 24-33. -Streetwise Self-Defense pp. 113-136.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice</p>	<p>Participation Teacher Observation Skill Practice with the Padded Attacker</p>
<p>2.20 Demonstrate exercises in strength training, cardiovascular activities, and flexibility training.</p>	<p>Strengthen the mind and body through increased mental discipline and physical coordination. Develop both physical strength and balance.</p>	<p>-R.A.D. Basic Physical Defense for Women Manuel pp. 14-62. -Are They Safe? C.L.A.S.S Self-Defense Curriculum For Grades 7-12 pp. 41-69. -Teaching Self-Defense In Secondary Education pp. 1-73. -Streetwise Self-Defense pp. 137-163. -W.A.A.P Anti-Assault Program Guidebook pp. 12-17.</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice Partner and Group Practice</p>	<p>Participation Teacher Observation</p>

		<p>-C.L.A.S.S Safety &Self-Defense Lessons 1-9 DVD. -Bridgewater Police Self-Defense Video -A Women’s Guide to Personal Safety pp. 37-95.</p>		
<p>2.26 Apply safe practices, rules, procedures, and sportsmanship etiquette in physical activity settings, including how to anticipate potentially dangerous consequences and outcomes of participation in physical activity.</p>	<p>Think critically and make sound decisions about personal safety. Learn safety skills using observation, Intuition and effective communication. Practice behaviors that reduce the risk of becoming involved in a potentially dangerous situation. Practice proper safety procedures and exhibit responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>-Are They Safe? C.L.A.S.S Self-Defense Curriculum For Grades 7-12 pp. 70-71. -Teaching Self-Defense In Secondary Education pp. 76-125. -A Women’s Guide to Personal Safety pp. 97-162, 167-169. -Streetwise Self-Defense pp. 1-81, 92-109. -W.A.A.P Anti-Assault Program Guidebook pp. 6-9. www.takedefense.org Statistics Handout</p>	<p>Lecture Student Demonstration Teacher Demonstration Drill and Practice Questioning Modeling Guided Practice Use of Padded Targets</p>	<p>Participation Teacher Observation What If? (Problem Solving Rubric)</p>