

LONG BRANCH PUBLIC SCHOOLS

"Where Children Matter Most"
Long Branch, New Jersey

2016

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Course Introduction:

Comprehensive Health & Physical Education focus on preparing the students to lead an active and productive lifestyle. Physical education is an essential and integral part of the total education program. Quality physical education programs promote the physical growth and development of all students contributing to their general health and wellness.

The goals of this program are to:

- Develop motor skills that allow for safe, successful and satisfying participation in physical activities.
- Develop the whole child by promoting good character through providing students with opportunities to assume leadership, cooperate with others, and accept responsibility for their own behavior.
- Reinforce knowledge learned in other subject areas such as science, math and social studies.
- Maintain physical, social, and emotional health by practicing healthy behaviors and goal setting.
- Engage in a physically active lifestyle.
- Become knowledgeable about health and wellness and how to access health resources.
- Recognize the influence of media, technology, and culture in making informed health-related decisions as a consumer of health products and services.
- Help children become more confident, assertive, independent, and self-controlled through effective cross-cultural communication, problem solving, negotiation, and conflict resolution skills.
- Become accepting and respectful of individual and cultural differences.
- Advocate for personal, family, community, and global wellness and become knowledgeable about national and international public health and safety issues.

Assessments

Students will be assessed formally and informally throughout their experiences in health and physical education. Assessments will vary according to the grade-level standards. For grading purposes, the physical education department will utilize the standards based report card (K-5) or the universal grading system (6-12) that the school district has implemented.

New Jersey Legislative Statutes Summary

- **Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires instruction in accident and fire prevention.**

Regular courses of instruction in accident prevention and fire prevention shall be given in every public and private school in this state. Instruction shall be adapted to the understanding of students at different grade levels.

- **Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires instruction on breast self-examination.**

Each board of education which operates an educational program for students in grades 7 through 12 shall offer instruction in breast self-examination. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample activities that may be used to support implementation of the instructional requirement.

- **Bullying Prevention Programs (N.J.S.A. 18A:37- 17) requires the establishment of bullying prevention programs.**

Schools and school districts are encouraged to establish bullying prevention programs and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement, and community members. To the extent funds are appropriated for these purposes, a school district shall: (1) provide training on the school district's harassment, intimidation, or bullying policies to school employees and volunteers who have significant contact with students; and (2) develop a process for discussing the district's harassment, intimidation, or bullying policy with students. Information regarding the school district policy against harassment, intimidation, or bullying shall be incorporated into a school's employee training program.

- **Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness.**

The Commissioner of Education, in consultation with the State school boards, shall develop a cancer awareness program appropriate for school-aged children.

- **Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.**

A board of education may include instruction on the problems of domestic violence and child abuse in an appropriate place in the curriculum of elementary school, middle school, and high school pupils. The instruction shall enable pupils to understand the psychology and dynamics of family violence, dating violence, and child abuse; the relationship of alcohol and drug use to such violence and abuse; and the relationship of animal cruelty to such violence and abuse; and to learn methods of nonviolent problem-solving.

• Gang Violence Prevention (18A:35-4.26) requires instruction in gang violence prevention for elementary school students.

Each board of education that operates an educational program for elementary school students shall offer instruction in gang violence prevention and in ways to avoid membership in gangs. The instruction shall take place as part of the district's implementation of the Core Curriculum Content Standards in Comprehensive Health and Physical Education, and the comprehensive health and physical education curriculum framework shall provide school districts with sample materials that may be used to support implementation of the instructional requirement.

• Health, Safety, and Physical Education (N.J.S.A.18A:35) requires that all students in grades 1 through 12 participate in at least two and one-half hours of health, safety, and physical education in each school week.

Every pupil, except kindergarten pupils, attending the public schools, insofar as he or she is physically fit and capable of doing so, as determined by the medical inspector, shall take such courses, which shall be a part of the curriculum prescribed for the several grades, and the conduct and attainment of the pupils shall be marked as in other courses or subjects, and the standing of the pupil in connection therewith shall form a part of the requirements for promotion or graduation. The time devoted to such courses shall aggregate at least two and one-half hours in each school week, or proportionately less when holidays fall within the week.

• Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines.

Instructional programs on the nature of drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances, as defined in section 2 of P.L.1970, c.226 (C.24:21- 2), and their physiological, psychological, sociological, and legal effects on the individual, the family, and society shall be taught in each public school and in each grade from kindergarten through 12 in a manner adapted to the age and understanding of the pupils. The programs shall be based upon the curriculum guidelines established by the Commissioner of Education and shall be included in the curriculum for each grade in such a manner as to provide a thorough and comprehensive treatment of the subject.

• Lyme Disease Prevention (N.J.S.A. 18A:35-5.1) requires the development of Lyme disease curriculum guidelines.

The guidelines shall emphasize disease prevention and sensitivity for victims of the disease. The Commissioner of Education shall periodically review and update the guidelines to insure that the curriculum reflects the most current information available.

• Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades 9 through 12.

The goals of the instruction shall be to:

- Emphasize the benefits of organ and tissue donation to the health and well-being of society generally and to individuals whose lives are saved by organ and tissue donations, so that students will be motivated to make an affirmative decision to register as donors when they become adults.
- Fully address myths and misunderstandings regarding organ and tissue donation.
- Explain the options available to adults, including the option of designating a decision-maker to make the donation decision on one's behalf.
- Instill an understanding of the consequences when an individual does not make a decision to become an organ donor and does not register or otherwise record a designated decision-maker.

The instruction shall inform students that, beginning five years from the date of enactment of P.L.2008, c.48 (C.26:6-66 et al.), the New Jersey Motor Vehicle Commission will not issue or renew a New Jersey driver's license or personal identification card unless a prospective 4 or renewing licensee or card holder makes an acknowledgement regarding the donor decision pursuant to section 8 of P.L.2008, c.48 (C.39:3-12.4). The Commissioner of Education, through the non-public school liaison in the Department of Education, shall make any related instructional materials available to private schools educating students in grades 9 through 12, or any combination thereof. Such schools are encouraged to use the instructional materials at the school; however, nothing in this subsection shall be construed to require such schools to use the materials.

• Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program.

The Department of Education in consultation with the advisory committee shall develop and establish guidelines for the teaching of sexual assault prevention techniques for utilization by local school districts in the establishment of a sexual assault prevention education program.

Such program shall be adapted to the age and understanding of the pupils and shall be emphasized in appropriate places of the curriculum sufficiently for a full and adequate treatment of the subject.

Stress Abstinence (N.J.S.A. 18A:35-4.19-20), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.

Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of "sex education," "family life education," "family health education," "health education," "family living," "health," "self-esteem," or any

other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

- **Suicide Prevention (N.J.S.A. 18A: 6-111) requires instruction in suicide prevention in public schools.**

Instruction in suicide prevention shall be provided as part of any continuing education that public school teaching staff members must complete to maintain their certification; and inclusion of suicide prevention awareness shall be included in the Core Curriculum Content Standards in Comprehensive Health and Physical Education.

Unit Plan	
Grade: 9-12	Unit Title: Basketball
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of Basketball. Through practicing skills and playing in games, this course will allow students to engage in physical activity. Basketball can be participated in throughout one’s life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
Unit Enduring Understandings	Unit Essential Questions
1. During a team sport communication is vital.	1. What forms of communication are necessary during a team sport?
2. Everyone has their own individual roles and responsibilities.	2. Why is it important to know your own role?
3. Some participants will be leaders and others will be followers, but each has equal significance.	3. How can you help the team even if you are not the strongest participant or most skilled?
4. Rules and regulations keep the participants safe during play and must be followed correctly for safety.	4. If we did not have rules during most of our games what type of situations could occur?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and non-verbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during doubles play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles 5. Strategy Basic Offensive strategies include passing, dribbling, shooting, and lay ups 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication and work in team / group settings with others. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform roles in class.
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Mathematics: field dimensions, scoring, timing, personal and team averages • Science/Anatomy: muscle groups required for individual skill performance 	

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different game like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model).

Students will use their mobile devices use to look up videos of how to properly execute a layup, dribble left/right hand, chest pass, bounce pass etc.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
2.5.12 B Strategy:	2.5 A2 Analyze application of force and motion and modify movement to impact performance
	2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings
2.5.12.C- Sportsmanship Rules and Safet	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
	2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
	2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

<p>2.6.12.A- Fitness and Physical Activity:</p>	<p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p> <p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health</p>
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Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of basketball.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to dribble, shoot (layup & foul shot), pass (chest & bounce)
- Explain the importance of the point guard, forward, shooting guard and how to play the position.
- Know how to play an offensive and defensive position.
- Know how to start the game
- Game play

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Passing (stationary and on the move)
- Shooting on target (hoop)
- Give and go
- Clearing Man and Zone defense
- Dribbling Individual ball control skills
- Writing Activity (Career in Sport)
- Essential questions Daily review questions of strategy/ rules of the game Statistic and record keeping (sports education model)

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fundamental passing and dribbling skills. Lead up games.	2 Days:
Lesson 2: Basic shooting, offense and defending concepts, dribbling while passing on the move. Modified game play	2 Days
Lesson 3: Introduction of court lines, individual offensive and defensive positions, scoring, explanation of each players roll on the court. Modified game play	1 Day

<p>Lesson 4: Introduction of strategies, offensive and defensive penalties and violations. Modified game play.</p>	<p>1 Day</p>
<p>Lesson 5: Team development, tournaments play full game play, round robin</p>	<p>4 Days</p>
<p>Teacher Notes: timeframe may vary due to the progression of the class</p>	
<p>Equipment needed:</p> <ul style="list-style-type: none"> • Basketballs • Court • Nets • Pinnies • Scoreboard Whistle 	
<p>Learning Resources.</p> <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • YouTube • Internet • Mobile Device 	

Unit Plan	
Grade: 9-12	Unit Title: Dance
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>The unit on Dance covers a general mixture of dance techniques and styles. Students are encouraged to be creative, while also being exposed to set dance routines and steps. During the Dance unit, students will not only be exposed to different styles of dance, but to different music and cultures as well. Dance encompasses the use of counting dance steps to music, rhythmic motions, choreography and creativity, physical movement in general, flexibility, strength, goal setting, and performance, critiquing and receiving feedback, communication and teamwork. Dance is not only a physical activity that can increase the heart rate and work muscles; it is also a performing art where students can showcase talents and creativity.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. In order to dance in a group setting, one must use and demonstrate effective communication with others. 2. Competition with others can foster greater personal achievement. 3. In dance rhythm is a visual presentation of timed movement through space. 4. Being able to observe and critique movement, is an important part of learning to improve and increase creativity in dance. 5. Dance is both an art form and a means of expression. 	<ol style="list-style-type: none"> 1. What is the positive impacts dance has on one's health? 2. How is Dance a great way to experience cardiovascular fitness? 3. Can you give me an example of how to count steps in a dance? 4. What does balance, coordination, and flexibility have to do with the concept of dance? 5. What is the importance of music and rhythm?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. How to count steps/moves in dance. 2. How to break down a dance move into teachable steps and counts. 3. The steps for various different dances including the jitterbug, the salsa, etc. 4. Specific dance terms used during class. 5. Dance requires practice to master. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Learn a dance to counts. 2. Count their dance steps. 3. Teach a dance step to someone else using counts 4. Perform the warm up dance, demonstrate their knowledge of the steps required to perform dances learned in class. 5. Create their own unique 16 count dance in collaboration with others or by themselves
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Unit Summary/Rationale:

Primary interdisciplinary connections:

- Biology through understanding the muscle groups and how they work.
- Anatomy and physiology through understanding where the muscles are and how they work together.

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together on a choreographed routine.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss/critique different routines and the elected group leader will present their findings.

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of certain dances, listen to music to coordinate dance routines, and to learn break down of dance movements.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1- Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 - Analyze application of force and motion and modify movement to impact performance
	2.5.4. A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
	2.5.12. A.4 - Critique a movement skill/performance and discuss how each part can be made more interesting and creative.

<p>2.5.12 B Strategy:</p>	<p>2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12. B.2- Apply a variety of mental strategies to improve performance.</p> <p>2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>
<p>2.5.12.C- Sportsmanship Rules and Safety:</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>
<p>2.6.12.A- Fitness and Physical Activity:</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and of fitness training principals.</p> <p>2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p> <p>2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p>

Unit Objective (Learning Targets)

Students will:

- Perform fitness walking activities for aerobic endurance.
- Perform dynamic warm up/flexibility exercises.
- Perform Dance specific warm up/ flexibility exercises.
- Learn and Perform basic contemporary dance moves.
- Learn and Perform complex combinations of dance patterns.
- Learn and practice pt. 1 of choreography of class dance piece.
- Learn and practice pt. 2 of choreography of class dance piece.
- Learn and practice pt. 3 of choreography of class dance piece.
- Learn and practice pt. 4 of choreography of class dance piece.
- Learn and practice pt. 5 of choreography of class dance piece.
- Choreograph addition to class dance piece.
- Form groups to create original choreography.
- Take the challenge.
- “4 moves” choreography challenge.
- Old School choreography challenge.
- Contemporary choreography challenge.
- Silly Theme choreography challenge.
- Complete final project: Group Choreography.
- Present final project.
- Present class choreography.
- Understand qualities of dance choreography.
- Measure heart rate via the carotid and/or radial artery.

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Warm up Dance
- Knowledge of Dance steps - ability to perform

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Warm Up/Stretch Routine & Key Steps/Bones of dance routines	2 Days
Lesson 2: Short Dance Routine	2 Days
Lesson 3: Teach 2 Counts of 8 and Add their own 2 counts of 8	2 Days
Lesson 4: Cooperative Learning/Peer Teaching	3 Days
Lesson 5: Group Dance- learn everybody's 2 count	3 Days
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: Music, Radio	
Learning Resources. <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • YouTube • Internet • Mobile Device 	

Unit Plan	
Grade: 9-12	Unit Title: Fitness
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to educate students on the benefits of physical activity through various, cardiovascular exercises, change of direction runs, and endurance building activities. The successful performance of these activities will help students enhance their fitness, reduce risk of injury in sports due to added strength, muscle mass, flexibility and building density of bones. Throughout this course students will learn how to set attainable goals for their fitness and chart their progress toward their goals. Fitness will introduce how to implement a successful exercise routine and will offer students a variety of exercise options to explore.</p>	
Standards Addressed/Learning Targets:	
Standards	
2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. Fitness can have a major impact on a person's performance if done correctly. 2. Overtraining can have a negative impact of a person's performance. 3. Fitness is a major component of living a healthy lifestyle. 4. A person's fitness planned should be designed specifically for that individual and their goals. 5. Different methods of training can be used for different desired results. (strength, cardio, endurance, explosive power) 	<ol style="list-style-type: none"> 1. What are the positive and negative impacts of fitness/cardiovascular training? 2. Why is it important to begin a healthy lifestyle routine at a young age? 3. How does a person design their own fitness plan? 4. How can one chart progress for the class? 5. What are the benefits of doing weight training in conjunction with fitness?

<p>Learners will know:</p> <p>1. The positive impacts of fitness include: increased endurance, increase bone strength/density, decrease risk of injury from ordinary use, and increase in self-esteem. The negative impacts of fitness include: overtraining which leads to an increased chance of injury from overuse and personal dissatisfaction from lack of physical results.</p> <p>2. The consequences for not following rules and regulations in the weight room/track include increased risk of injury to one's self and to others, and increase chance of damaging equipment.</p> <p>3. When designing a fitness plan one should identify their goals and provide a timeline of their expectations. A fitness plan is designed specifically for a person based on their abilities and goals.</p> <p>4. How to successfully chart progress through the course in specific measurable fitness activities.</p>	<p>Learners will be able to:</p> <p>1. Identify the positive and negative effects of weight training.</p> <p>2. Identify the rules and regulations of the weight room, and demonstrate safe weight training behavior.</p> <p>3. Design and implement a fitness plan which enables them to chart progress and achieve their goals.</p> <p>4. Explain how train to achieve various fitness results. Strength, Power, Flexibility, Speed, Endurance, Quickness, and Balance, Coordination.</p>
<p>Unit Summary/Rationale:</p>	
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy and Physiology: Location of muscle groups and how they work together to produce movement • Mathematics: Calculating heart rate, body mass index, training intensity, and distance of training. 	

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different fitness like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative activities related to fitness.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up a video a of how to properly perform dynamic stretches, proper running technique, and look up different work out plans

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 Analyze application of force and motion and modify movement to impact performance 2.5.12. A.4 - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
2.5.12 B Strategy:	2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12. B.2- Apply a variety of mental strategies to improve performance. 2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12.C- Sportsmanship Rules and Safety:	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.6.12.A- Fitness and Physical Activity:

2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and application of fitness training principals.

2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

Unit Objective (Learning Targets)

Students will:

- Perform cardiovascular exercises to improve fitness level and endurance
- Perform lower body exercises using calisthenics', body weight, stability balls, tubing, other apparatus, to improve cardiovascular fitness
- Perform exercises for the trunk using selected equipment
- Perform exercises for the trunk using calisthenics', stability balls, and other apparatus
- Demonstrate proper form of exercises
- Choose appropriate exercises for select body parts
- Recognize safe and contraindicated forms of exercise
- Engage in exercises of varying intensities
- Design comprehensive, balanced exercise routine for self
- Design comprehensive, balanced exercise routine for others

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolios
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Lifting Card /Daily fit log for charting progress Word Wall Activity
- Create personal fitness goals
- Design personal fitness plan

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fitness components. Inclusive of muscular strength and endurance, cardiovascular endurance, flexibility. Weight room safety and etiquette. Proper exercise technique.	3 days
Lesson 2: Fitness components. Fundamental of lower body strength (quadriceps, hamstrings, calves and abdominals) in relation to fitness. Introduction to program design. Weight room safety and etiquette. Proper exercise technique.	3 days
Lesson 3: Fitness components. Building of cardiovascular knowledge and how it pertains to improving ones over all fitness. Introduction to program design. Weight room safety and etiquette. Proper exercise technique.	3 days

<p>Lesson 4: Fitness components. Introduction to plyometric exercises and athletic core training. Putting it all together with students designing own programs based on needs. Weight room safety and etiquette. Proper exercise technique.</p>	<p>3 days</p>
<p>Teacher Notes: Timeframe may vary due to the progression of the class.</p>	
<p>Equipment needed:</p> <ul style="list-style-type: none"> • Track • Treadmill • Stability balls • Medicine balls • Resistance tubing • Chin/dip/ab station & Plyo-boxes • Bleachers/stairs 	
<p>Learning Resources.</p> <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • Lifting Card • YouTube • Internet • Mobile Device 	

Unit Plan

Grade: 9-12

Unit Title: Flag Football

Subject/Content Area: Physical Education

Anticipated time frame: 4 Weeks

Desired Outcomes

Unit Summary/Rationale:

This course is designed to teach the fundamental rules, skills and safety aspects of flag football. Through practicing skills and playing in these games, this course will allow students to engage in physical activity. Flag football can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.

Standards Addressed/Learning Targets:

Standards

2.6 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.

<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?
<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles.

<p>2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play.</p> <p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles</p> <p>5. Strategy-</p> <p>Basic Offensive strategies include passing, receiving, carrying the football, and snapping the ball.</p> <p>Basic Defensive strategies include De-flagging, rushing the passer</p> <p>Advanced Offensive strategies include running specific routes and designing offensive plays</p> <p>Advanced Defensive strategies include zone versus man to man.</p>	<p>3. Identify ways to help their team even if they are not physically the strongest player.</p> <p>4. Identify and describe possible scenarios that may occur if a game does not have any rules</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class (Sports Education Model)</p>
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Primary interdisciplinary connections:

Science/Anatomy- Measure and describe the relationship between the force acting on an object and the resulting acceleration, space and why it is important, muscles that are being used while playing flag football.

Math- Keeping score- how many points is a field goal worth? How many points is a touchdown worth? How many points is a touch back worth?

21st Century Themes:

9.3. MN-HSE.3 Demonstrate a safety inspection process to assure a healthy and safe manufacturing environment.

- Students will understand all the safety inspections that undergo when producing and refurbishing equipment

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss football in today’s society. Flag football is the exact same sport as NFL football but there is no tackling. Students will watch football on Sundays during football season and discuss with one another.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model) 8.1.8.A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use mobile devices to look up a video of how to properly throw a football, catch a football, run a pattern, offensive and defense, and how to learn more about different positions.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 Analyze application of force and motion and modify movement to impact performance

<p>2.5 12 B Strategy</p>	<p>2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings</p> <p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>
<p>2.6.12.A- Fitness and Physical Activity</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p>

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of flag football.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to throw, catch, kick, and run a pattern.
- Explain the importance of the quarter back and how to play the position.
- Explain the importance of all other positions as well and know role each position has in the game.
- Know how to play an offensive and defensive position.
- Know how to start the game
- Game play

Evidence of Learning**Summative Assessment**

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Throwing, catching, kicking, carrying the football, snapping the ball)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Throwing, catching, kicking, carrying the football, snapping the ball)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Intro to the Game Fundamental of Catching and throwing Skills and Lead up games Game Play	2 Days
Lesson 2: Review throwing and catching Discuss offense and defense Running a pattern Game Play	2 Days
Lesson 3: Review all skills Kicking Game play	1 Day

<p>Lesson 4:</p> <p>Review of field dimensions individual offensive and defensive positions scoring Game play</p>	<p>1 Day</p>
<p>Lesson 5:</p> <p>Team development, tournament play</p>	<p>4 Days</p>
<p>Teacher Notes: timeframe may vary due to the progression of the class</p>	
<p>Equipment needed: Footballs, flags, cones, score board, whistle</p>	
<p>Learning Resources:</p> <p>Physical education texts, websites, workshops, guest speakers, etc.</p> <p>http://pecentral.org/</p> <p>You tube/Internet</p>	

Unit Plan	
Grade: 9-12	Unit Title: Floor Hockey
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of floor hockey. Through practicing skills and playing in floor hockey games, this course will allow students to engage in physical activity. These games are designed to encourage physical activity throughout one's life as a mode stay physically fit and healthy. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and a referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).
<p>Primary interdisciplinary connections:</p> <p>Science/Anatomy- Students will understand what muscles they are using while playing floor hockey, why space is important in this game, the speed the puck will go when hitting it.</p> <p>History- The history behind this sport (ice hockey and NHL).</p> <p>Math- Keeping score</p> <p>LAL- Students will research an article about hockey and discuss.</p>	

21st Century Themes:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss hockey in today’s society. Floor Hockey is the exact same sport as NHL ice hockey but played on dried area and not on ice. Students will watch a hockey game and will be able to discuss with one another.

9.3.12.AC-DES.2- Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

- Students will understand why it is essential to communicate and come up with tactical strategies while playing floor hockey.

Technology:

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use their mobile device to look up videos of how to properly execute gymnastic skills.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 Analyze application of force and motion and modify movement to impact performance

<p>2.5 12 B Strategy</p>	<p>2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings.</p> <p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>
<p>2.6.12.A- Fitness and Physical Activity</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p>

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of floor hockey.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to dribble, shoot, and pass a hockey puck.
- Explain the importance of the goalie and how to play the position.
- Know how to play an offensive and defensive position.
- Know how to start the game with a face off

Evidence of Learning**Summative Assessment**

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, dribbling, trapping, shooting)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, dribbling, trapping, shooting)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to Floor Hockey Passing and dribbling Grip Technique Game Play	1 Day
Lesson 2: Review passing and dribbling Advance to shooting Game Play	1 Day
Lesson 3: Review passing, dribbling, and shooting Advance to rules and position Skills Game Play	2 Days
Lesson 4: Introduction of field dimensions Individual offensive and defensive positions Skills	2 Days
Lesson 5: Team development, tournament play	4 Days
Teacher Notes: Timeframe may vary due to the progression of the class.	
Equipment needed: hockey sticks, hockey pucks, pinnies, cones, goals if available, scoreboard if available, floor tape, whistle	
Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You Tube/Internet Mobile Device	

Unit Plan	
Grade: 9-12	Unit Title: Games
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of different games. Through practicing skills and playing in certain games, this course will allow students to engage in physical activity. These games are designed to encourage physical activity throughout one's life as a mode stay physically fit and healthy. Sports Education Model may also be used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.6 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?

<p>Learners will know:</p> <ol style="list-style-type: none">1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success.2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play.	<p>Learners will be able to:</p> <ol style="list-style-type: none">1. Identify types of communication.2. Describe the importance of knowing their roles.3. Identify ways to help their team even if they are not physically the strongest player.
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<p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles.</p> <p>5. Basic Offensive strategies include:</p> <ul style="list-style-type: none"> • (capture the flag) - Running, dodging, retrieving flag/object. • (pinball) - throwing at stationary objects such as pins or cones. • (Speedball) passing, dribbling, shooting, throwing into goal, and kicking. • (Poison ball) throwing at a stationary/moving big ball. • (Sharks and Minos)- running, tagging, dodging, strategy, speed • (Flag tag)- Running, strategic game play (alliances), tagging, dodging. • (Speedball)- Running, shooting in basketball hoop, shooting in hockey/soccer goal, kicking, throwing to one another, and catching. • (4 square)- striking the ball, bouncing the ball, dodging the ball. • (bumper tag)- Running, jumping, weaving, tagging, sliding, diving. • (Foreman tag)- Running, dodging, tagging, strategic game play (alliances). • (Speedball)- Running, shooting in basketball hoop, shooting in hockey/soccer goal, kicking, throwing to one another, and catching. 	<p>4. Identify and describe possible scenarios that may occur if a game does not have any rules.</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class (Sports Education Model).</p> <ul style="list-style-type: none"> • Dodging stray balls (socket ball and pinball) keeping body between offensive player and the goal, intercepting passes, blocking shots, rebounding, goalie play, saving shots on goal. • Throwing, kicking, and shooting • Dodging • Tagging <p>Advanced Offensive strategies include:</p> <p>(Speedball) - give and go, pick and roll, alleyoop, shot on goal.</p> <ol style="list-style-type: none"> 1. fake high shoot high or low 2. fake low shoot high or low 3. fake low then high shoot low or high 4. fake low then high shoot low or high <p>(Team Handball)- shooting a basket for 2 points or 3 points, or shooting in hockey/soccer goal for 1 point, kicking.</p> <p>(Speedball)- Shooting a basket for 2 points or 3 points, shooting in hockey/soccer goal for 1 point.</p>
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Primary interdisciplinary connections:

LAL- Read articles and write a response

Math- Keeping score, Statistics, angles that can be used.

Science/Anatomy- muscle groups required for individual skill performance

21st Century Themes:

9.3.12.AC-DES.2- Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

- Students will understand why it is essential to communicate and come up with tactical strategies while playing a specific game.

9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice

- Students will communicate with one another while playing the activity and understand how to build an alliance with their peers on how it can be beneficial.

Technology:

8.1.12. A.1-Construct a spreadsheet, enter data, and use mathematical or logical functions to 30 manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another.
	2.5 A2 Analyze application of force and motion and modify movement to impact performance.
2.5 12 B Strategy	2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings.
	2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness
2.5.12.C- Sportsmanship Rules and Safety	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
	2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
	2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

2.6.12.A- Fitness and Physical Activity	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p>
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Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of the game being played.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to shoot a basket, throw, catch, kick a goal.
- Know how to play an offensive and defensive position.
- Understand the importance of being physically fit
- See why it is important to communicate with one another while playing the game/tag game.
- Understand how it is possible to play a game/tag game and still increase your heart rate.
- Have Fun!!

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, shooting, throwing, catching, kicking, dribbling)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, shooting, throwing, catching, kicking, dribbling)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Intro to the game, Fundamental passing, dribbling (Feet and hands), catching skills Game Play	2 Days

<p>Lesson 2:</p> <p>Intro to the game Individual offensive and defensive positions scoring Game play</p>	<p>2 Days</p>
<p>Lesson 3:</p> <p>Intro to the game strategies, offensive and defensive penalties and violations Game Play</p>	<p>2 Days</p>
<p>Lesson 4:</p> <p>Intro to the game Skills, strategies used Game Play</p>	<p>2 Days</p>
<p>Lesson 5:</p> <p>Review all skills Discuss strategies used while playing the game Game play</p>	<p>2 Days</p>
<p>Teacher Notes: Timeframe may vary due to the progression of the class.</p>	
<p>Equipment needed: Pinnies, cones, flag belts, pins, gator skin balls, Abdominal Ball, hockey/soccer goals, heart rate monitors, mobile device</p>	
<p>Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You tube/Internet Mobile Device</p>	

Unit Plan	
Grade: 9-12	Unit Title: Golf
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of Golf. Through practicing skills and playing golf, this course will allow students to engage in physical activity. Golf can be participated in throughout one’s life as mode stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (Caddy, player coach) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.7 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 6. Correct posture and balance are key aspects in golf. 7. Different clubs are used for different types of shots in golf. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a golf game? 2. Why is technique important when it comes to placing the ball in golf? 3. If we did not have rules during most of our games what type of situations could occur? 4. What type of concepts enhances a player’s performance during game play? 5. How does correct posture and balance help a golfer enhance their play?

Learners will know:	Learners will be able to:
<ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 5. Skills and Strategy <ul style="list-style-type: none"> • Basic Skills include: • Pre-swing: Stance, Aiming the ball, gripping the club, Ball Position near feet (shorter shots near back foot; longer shots drives near front), Body Alignment, and proper posture. • During swing: Backswing technique, Fore swing, and Follow through • Club Strategy and hitting different types of shots: • Driving ball- Woods and Driver, Iron Shots • Wedge shots- in sand, rough, and fairway • Putting on fringe, green, and fairway 	<ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).

Primary interdisciplinary connections:

Science/Anatomy- Measure and describe the relationship between the force acting on an object and the resulting acceleration, muscles that are used when playing the game of golf.

Math- Keeping score, distance after hitting the ball (tee off), Angles of hitting the ball (up or down hills, sand pit, over water).

LAL- Write/research the history of golf, most popular male and female golfers, Vocabulary

21st Century Themes:

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss golf in today's society.
- Students will watch a golf match during the season converse with one another.

9.3. ST-SM.3 Analyze the impact that science and mathematics has on society.

- Students will be able to understand how a game such as golf includes other disciplines such as math and science and how important these areas of learning are to live in the society that we live in today.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use mobile devices to look up a video of how to properly grip a golf club, better understand the differences between certain clubs, know the proper stance, and how to swing.

Content Statements

CPI #

Cumulative Progress Indicator (CPI)

2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 Analyze application of force and motion and modify movement to impact performance
2.5 12 B Strategy	2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings
	2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness
2.5.12.C- Sportsmanship Rules and Safety	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
	2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
	2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
2.6.12.A- Fitness and Physical Activity	2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.
	2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of golf.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to stand, swing, drive, and put.
- Understanding of keeping score
- Skills

Evidence of Learning

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Swing, drive, put)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Swing, drive, put)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Introduction to golf Proper way to grip the club Proper way to stand Introduce Swinging	2 Days
Lesson 2: Review gripping, stance, and swinging Introduce Driving the ball	2 Days
Lesson 3: Review driving the ball Introduce putting	1 Day
Lesson 4: Review putting Explain how to keep score Game Play	1 Day
Lesson 5: Tournament Play	4 Days
Teacher Notes: Timeframe may vary due to the progression of the class.	
Equipment needed: Golf balls, tees, clubs, hula hoops, solo cups, cones	
Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You tube/Internet Mobile Device	

Unit Plan

Grade: 9-12

Unit Title: Gymnastics

Subject/Content Area: Physical Education

Anticipated time frame: 4 Weeks

Desired Outcomes

Unit Summary/Rationale:

This unit is entitled, “Gymnastics” and covers both basic and advanced skills in tumbling, balance beam, vault and uneven bars. Basic skills and traits such as flexibility, and strength are initially addressed in order to progress to actual skills such as a handstand or a handspring on vault. Students are expected to perform routines as well as use creativity to make their own unique routines.

Gymnastics builds strength, flexibility and stamina. It is beneficial in goal setting, as small goals need to be achieved in order to reach even larger goals. Students who achieve their goals gain confidence and can move on to setting new goals.

Standards Addressed/Learning Targets:

Standards

5.8 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.

Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. Safety is of utmost importance when practicing/participating in gymnastics. 2. Students are only to perform skills that have been taught. 3. Success at gymnastics requires not only skill, and practice, but also strength and in some cases a certain body type. 4. There are different apparatus which require a variety of strengths and skills. 5. Gymnastics is a combination (especially for floor ex. and beam) of both skill and execution and also of dance/flow of movement. 6. You must be able to perform the most basic aspect of it. By successfully completing a basic feature of the skill, you can then progress to a more difficult phase. 	<ol style="list-style-type: none"> 1. Why is safety so important in the gymnastics gym? 2. What do you think is more important in gymnastics – strong upper body or strong abdominal muscles? Why? 3. What do you think is the most difficult apparatus and why? How and why do you think gymnastics equipment has evolved over the years? 4. What skill that you have learned and performed in the class, are you most proud of? And Why? 5. What do you think was the most difficult skill we have attempted in here? Why? 6. Why do you think some people are good at one aspect of gymnastics but not as good at another?

Learners will know:	Learners will be able to:
<ol style="list-style-type: none"> 1. The safety rules regarding the gymnastics equipment 2. The four different apparatus of woman's and men's gymnastics. 3. How to perform basic gymnastic skill. 4. The difference of all the types of equipment used for gymnastics 	<ol style="list-style-type: none"> 1. Practice safety procedures when around the gymnastics equipment. 2. Perform basic skills for each piece of gymnastics equipment. 3. Understand vocabulary regarding gymnastics. 4. Know how a gymnast completes a short routine on each piece of gymnastics equipment. 5. Understand the varying degrees of difficult of different types of skills. 6. Identify different skills by name. 7. Perform a basic routine or skill for all four apparatus. 8. Describe how to teach someone how to do at least one basic skill (forward or backward roll, cartwheel, squat on, etc). Watch a simple skill performed and be able to critique it. (Give constructive criticism).

Primary interdisciplinary connections:

Math- velocity of the run must be calculated Now that velocity equals 6.25 m/s

LAL- Research the history of gymnastics, Read articles pertaining to gymnastics.

History- Research the history of gymnastics. Gymnastics in the Olympics and the history behind it.

Science- gymnast's weight (mass), Heavier gymnasts need more force to complete their skills, Jumping Stretching, Flipping, and Twisting

21st Century Themes:

9.3. MK-SAL.2- Apply sales techniques to meet client needs and wants.

- Students will be able to discuss and understand how marketing techniques are used to sell certain merchandise over others. Ex. Dance equipment, gymnastic outfits, etc.

9.3.12. ED.2- Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Research the history of gymnastics; know when gymnastics is performed in the Olympics.

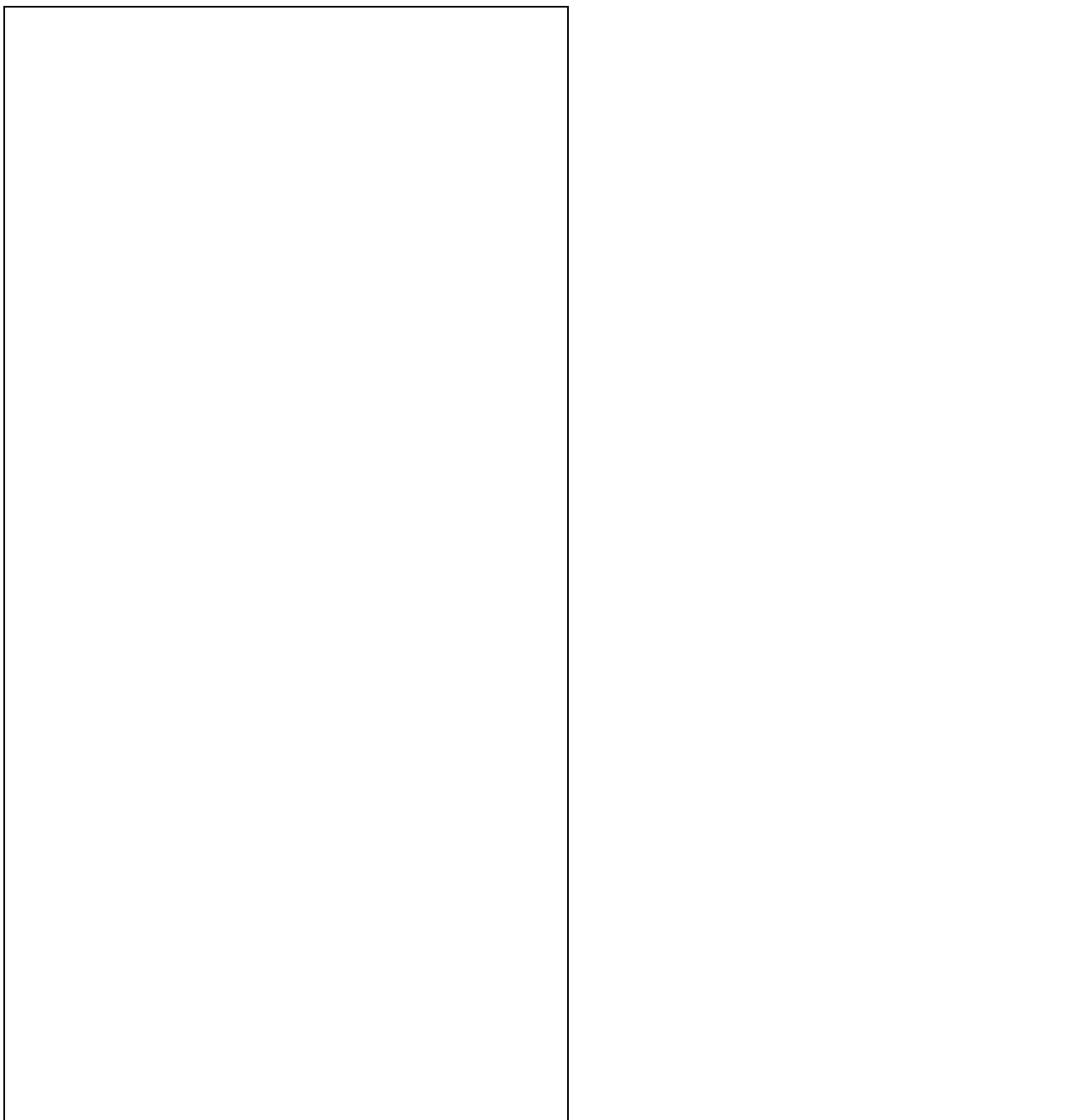
Technology:

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use their mobile device to look up videos of how to properly execute gymnastic skills.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another 2.5 A2 Analyze application of force and motion and modify movement to impact performance
2.5 12 B Strategy	2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings 2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness
2.5.12.C- Sportsmanship Rules and Safety	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. 2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. 2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.
2.6.12.A- Fitness and Physical Activity	2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity. 2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.



Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the safety rules of gymnastics.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to tumble, perform a handstand, cartwheel, flips, etc.

Evidence of Learning

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Forward Roll, Backward Roll, Tumble, Handstand, Cartwheel, Flips)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Forward Roll, Backward Roll, Tumble, Handstand, Cartwheel, Flips)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Intro to gymnastics forward roll and cartwheel	2 Day
Lesson 2: review the forward roll and cartwheel introduce balance beam and rings	2 Days

Lesson 3: Review the balance beam and rings Introduce the front flip Gymnastic Game	2 Days
Lesson 4: Review the front flip Gymnastic game	2 Days
Lesson 5: Review all gymnastic Skills Gymnastic game	2 Days
Teacher Notes: Timeframe may vary due to the progression of the class.	
Equipment needed: Mats, balance beam, rings, spotter	
Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You Tube/Internet	

Unit Plan	
Grade: 9-12	Unit Title: Handball
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills, and safety procedures of Handball. Students will learn the skills through games and drills in order to play and understand the nature of the game. Handball can be considered a lifelong activity that can sustain one’s health physically, cognitively, and socially. Students will learn how to throw, catch, cut to open space, strategize, and how to play offense and defense. The students will understand and comprehend the rules and strategies that will allow them to socialize, interact, and communicate with others through sports and related activities.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.9 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 6. Balance, coordination, and flexibility are key components. 7. Understanding how handball can effect and benefit the overall health of and individual. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team’s performance during game play? 6. What components of fitness does handball embrace? 7. How can handball increase the fitness level of each individual?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Strategy <p>Basic Offensive strategies include: throwing, catching, and cutting to open space, short passes Basic Defensive strategies:</p> <ul style="list-style-type: none"> • 10 second rule, intercepting, blocking, and marking an opponent, zone and man to man defense.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Mathematics: field dimensions, scoring, timing, personal and team averages • Science/Anatomy: muscle groups required for individual skill performance 	

21st Century Themes:

9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice

- Students will communicate with one another while playing Handball and understand why it is so important to work as a team and how that can benefit themselves and their peers.

9.3.12.AC-DES.2- Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues

- Students will understand why it is essential to communicate and come up with tactical strategies while playing handball.

Technology:

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use mobile device to look up videos of how to properly execute a play while playing the game of handball.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another

<p>2.5 12 B Strategy</p>	<p>2.5 A2 Analyze application of force and motion and modify movement to impact performance</p> <p>2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings.</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p> <p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>

2.6.12.A- Fitness and Physical Activity

2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of Handball.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Perform fundamental skills such as catching, passing, running, and shooting.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules and understand the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of Handball.

Evidence of Learning

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Passing, catching, kicking, throwing, and shooting)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Passing, catching, kicking, throwing, and shooting)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fundamentals of passing, catching, kicking skills Lead up games	2 Days
Lesson 2: Basic shooting and defending; non-stationary passing and catching skills Game play	2 Days
Lesson 3: Introduction of strategies, offensive and defensive penalties and violations Game play	1 Day
Lesson 4: Review all skills Teams Game Play	1 Day
Lesson 5: Team development, tournament play	4 Days

Teacher Notes: timeframe may vary due to the progression of the class

Equipment needed:

Gator Skin balls, cones, hockey goals, basketball hoops, pinnies, score board, whistle

Learning Resources:

Physical education texts, websites, workshops, guest speakers, etc.

<http://pecentral.org/>

You tube/Internet

Mobile device

Unit Plan	
Grade: 9-12	Unit Title: Lacrosse
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of lacrosse. Through practicing skills and playing in these games, this course will allow students to engage in physical activity. Lacrosse can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>5.10 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
<p>Unit Enduring Understandings</p> <ol style="list-style-type: none"> 1. During a team sport, communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 6. The ability to cradle and shoot from both the left and right hand can enhance a player's ability to score. 	<p>Unit Essential Questions</p> <ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play? 6. How can having the ability to cradle and shoot on both sides of body enhance one's ability to score in lacrosse?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 5. Strategy- Basic Offensive strategies include cradling, passing, catching, picking up ground balls, shooting on goal, Clearing ball Basic Defensive strategies include man marking, slap and poke check, man ball, ground ball pick up, Goalie play, Clearing ball. Advanced Offensive strategies include running dodging, specific plays, pick and roll, give and go, motion, and other offensive plays. Advanced Defensive strategies include zone versus man to man, Man up and man down situations 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class (Sports Education Model).
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Mathematics: field dimensions, scoring, timing, personal and team averages • Science/Anatomy: muscle groups required for individual skill performance 	

- History: What countries is lacrosse the most popular and by what gender.
- LAL: Read articles and write a response

21st Century Themes: 9.1-9.3

9.3.12. ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.

- Students will discuss how lacrosse is growing in today’s society and the popularity it has in more high schools every year.
- Students will use the internet/mobile device to research and will then discuss with their small group.

9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice

- Students will communicate with one another while playing lacrosse and understand why it is so important to work as a team and how that can benefit themselves and their peers .

Technology: 8.1, 8.2

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use their mobile device to look up videos of how to properly execute a play while playing the game of lacrosse.

Content Statements

CPI #

2.5 A1 Motor skills

Cumulative Progress Indicator (CPI)

2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another

2.5 A2 Analyze application of force and motion and modify movement to impact performance.

<p>2.5 12 B Strategy</p>	<p>2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings</p> <p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>
<p>2.6.12.A- Fitness and Physical Activity</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p>

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of Lacrosse.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Perform fundamental skills such as catching, passing, running, and shooting.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules and understand the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of Lacrosse.

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (cradling, passing, catching, picking up ground ball, shooting, and clearing the ball)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (cradling, passing, catching, picking up ground ball, shooting, and clearing the ball)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Time Frame
Lesson 1: Fundamental passing and catching skills Lead up games Game Play	2 Days
Lesson 2: Review passing and catching Introduce cradling and picking up ground ball Modified game play	2 Days
Lesson 3: Review cradling and picking up ground ball Introduce shooting and clearing the ball Game play	1 Day
Lesson 4: Review of field dimensions, individual offensive and defensive positions, scoring. Review all skills Game Play	1 Day

<p>Lesson 5:</p> <p>Team development, tournament play</p>	<p>4 Days</p>
<p>Teacher Notes: timeframe may vary due to the progression of the class</p>	
<p>Equipment needed: Lacrosse sticks, lacrosse balls, goals, pinnies, cones, whistle, scoreboard</p>	
<p>Learning Resources: Physical education texts, websites, workshops, guest speakers, etc.</p> <p>http://pecentral.org/</p> <p>You tube/Internet</p>	

Unit Plan	
Grade: 9-12	Unit Title: Racquet Sports: (Tennis, Badminton, Table Tennis, Pickle ball).
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of four different racquet sport activities. Through practicing skills and playing in these games, this course will allow students to engage in physical activity. Racquet sports can be participated in throughout one's life as modes stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, and referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a doubles match communication is vital. 2. Individuals are solely responsible for their match or game and must cooperate with one another. 3. All participants must keep score and use the honor system. (*exception Sports education model if a line judge or referee is designated) 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a doubles match? 2. Why is cooperation necessary in an individual sport? 3. How does the honor system come into play during individual sports? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?

Learners will know:	Learners will be able to:
<p>1. Communication (verbal and non-verbal) on a team is necessary to increase chances for success.</p> <p>2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during doubles play.</p> <p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles</p> <p>5. Basic Offensive strategies include the Serve, forehand, and backhand.</p> <p>Advanced Offensive Strategies include the drop shot overhand smash, and deep lob. Basic Defensive strategies include court coverage and the lob.</p> <p>Advanced Defensive strategies include volley and putting spin on the ball.</p> <p>6. How to modify game, ball, boundaries to accommodate for different skill levels.</p>	<p>1. Identify types of communication.</p> <p>2. Describe the importance of knowing their roles.</p> <p>3. Identify ways to help their team even if they are not physically the strongest player.</p> <p>4. Identify and describe possible scenarios that may occur if a game does not have any rules</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class.</p>

Primary interdisciplinary connections:

- Math skills will be utilized in keeping score
- Language Arts Literacy through speaking and listening

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different game like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning games.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of how to properly execute a forehand, backhand, volley, overhand serve, etc.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
	2.5 A2 Analyze application of force and motion and modify movement to impact performance
	2.5.12. A.4 - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
	2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
	2.5.12. B.2- Apply a variety of mental strategies to improve performance.
	2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12 B Strategy:	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2.5.12.C- Sportsmanship Rules and Safety	2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.
2.6.12.A- Fitness and Physical Activity:	2.6.12. A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

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Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of racquet sports (tennis, badminton, racquet ball, pickleball)
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to perform a forehand, backhand, overhead, volley, lob, serve, drop shot, and how to play a game (scoring).
- Explain the importance of the how a game begins and how a set is played.
- Explain the importance of all of each player on the court in a double setting.
- Know how to play an offensive and defensive in relation to racquet sports.
- Know how to start the game
- Game play

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolios
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Continental grip, Eastern grip
- Forehand, Backhand
- Serve
- Lob Shot, Clear Shot, Overhand smash Volley, Half volley (drop shot)
- Court coverage (Movement)
- Activity Writing Activity (Career in Sport)
- Essential questions Daily review questions of rules/ strategy of the game Statistic and record keeping (sports education model)

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Introduction to rules, scoring, “racquet sports” etiquette.	1 day
Lesson 2-5: Introduce the basic skills involved in tennis (forehand, backhand, volley, and serve)	4 days-
Lesson 6-10: Participate in tournament play in both single and double matches. Round Robin	5 days-

Teacher Notes:

timeframe may vary due to the progression of the class

Equipment needed:

- Racquets
- Tennis Balls, Birdies, Pickleballs
- Courts (outdoor) Court Line (inside)
- Nets
- Scoreboard
- Whistle
- Tournament Bracket

Learning Resources.

- Physical education texts, websites, workshops, guest speakers, etc.
- <http://pecentral.org/>
- YouTube
- Internet
- Mobile Device

Unit Plan	
Grade: 9-12	Unit Title: Rhythmic Activity
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>Participation in rhythmic activity enhances the motor skills of students and integrates cultural and creative elements to their movement. Individuals who understand the basic concepts of rhythmic sequences learn to move more effectively and confidently and are more likely to participate in a variety of health enhancing forms of physical activity throughout life.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>6.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. In order to dance in a group setting, one must use and demonstrate effective communication with others. 2. Competition with others can foster greater personal achievement. 3. In dance rhythm is a visual presentation of timed movement through space. 4. Being able to observe and critique movement is an important part of learning to improve and increase creativity in dance. 5. Dance is both an art form and a means of expression. 6. Dance styles can vary greatly from culture to culture and from decade to decade but the core aspects remain the same. 	<ol style="list-style-type: none"> 1. What is the positive impacts dance has on one's health? 2. What are some examples of rhythmic style dances? 3. Explain how dance is form of expression? 4. Why is dance a good life long activity?

Learners will know:	Learners will be able to:
<p>1. Influence of culture and history on dance/rhythm sequences</p> <p>2. Types of rhythmic activity</p> <ul style="list-style-type: none"> · Creative · Cultural · Social · Fitness <p>3. Elements of rhythmic movement</p> <ul style="list-style-type: none"> -Time - Tempo -Direction -Space <p>4. Explanation of 4 count, 6 count, 8 count movements</p> <p>5. Teaching/participation in basic movement sequences</p> <ul style="list-style-type: none"> · Line Dance · Fitness Workout · X-box / DDR – video games Salsa/partner dancing <p>6. Rhythmic Sequence Design and Critique Variations in space, flow, time Creative vs. cultural</p>	<p>1. Explain the influence of culture and history on various dance/rhythm sequences.</p> <p>2. Identify, explain, and incorporate basic types and elements of rhythmic movement.</p> <p>3. Identify and differentiate between 4-6-8 count movements.</p> <p>4. Effectively participate in learned movement sequence.</p> <p>5. Recognize and correct movement errors.</p> <p>6. Create and demonstrate planned movement sequences, individually and with others, based on variations in time, space, force, flow and relationships.</p>

Primary interdisciplinary connections:

- Biology through understanding the muscle groups and how they work.
- Anatomy and physiology through understanding where the muscles are and how they work together.

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together on a choreographed routine.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss/critique different routines and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning dance routines.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of certain dances, listen to music to coordinate dance routines, and to learn break down of dance movements.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	<p>2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another</p> <p>2.5 A2 Analyze application of force and motion and modify movement to impact performance</p> <p>2.5.4. A.3- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.12. A.4- Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p>
2.5.12 B Strategy:	<p>2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12. B.2- Apply a variety of mental strategies to improve performance.</p> <p>2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>
2.5.12.C- Sportsmanship Rules and Safety	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>
2.6.12.A- Fitness and Physical Activity:	<p>2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and view of</p>

	<p>games, sports, dance, and other movement activities, and predict future impact.</p> <p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and of fitness training principals.</p> <p>2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p> <p>2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p>
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Unit Objective (Learning Targets)

Students will:

- Perform fitness walking activities for aerobic endurance.
- Perform dynamic warm up/flexibility exercises.
- Perform Dance specific warm up/ flexibility exercises.
- Choreography challenge – A rhythmic dance routine
- Be able to perform skills needed for rhythmic dance
- Be able to use Dance techniques learned to choreograph a routine
- Be able to improve breathing patterns
- Be able to vary the routine by difficulty and ease and provide modified routines for different levels
- Watching a performance – critique
- Complete final project: Group Choreography.
- Present final project.
- Present class choreography.
- Understand qualities of dance choreography.
- Measure heart rate via the carotid and/or radial artery.

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Warm up Dance
- Knowledge of Dance steps - ability to perform

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Warm Up/Stretch Routine & Key Steps/Bones of dance routines	2 Days
Lesson 2: Short Dance Routine	2 Days
Lesson 3: Teach 2 Counts of 8 and Add their own 2 counts of 8	2 Days
Lesson 4: Cooperative Learning/Peer Teaching)	3 Days
Lesson 5: Group Dance- learn everybody's 2 count	3 Days
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: <ul style="list-style-type: none"> • Music • Radio 	
Learning Resources. <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • YouTube • Internet • Mobile Device 	

Unit Plan	
Grade: 9-12	Unit Title: Soccer (indoor/outdoor)
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This unit is intended to provide the students the opportunity to acquire and build skills to improve teamwork, sportsmanship, communication and safety. Students will also have the opportunity to practice and demonstrate physical/tactical skills which include: dribbling, kicking (passing/shooting), trapping, throw-ins, and defensive positioning. Soccer is a recreational and competitive sport which can provide students with various social environments. Students will have the opportunity to participate in skill development and differentiated instructional games.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>6.6 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p> <p>9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each have equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles 5. Strategy: Basic Offensive strategies include passing, dribbling, punting, advancing the ball towards the goal, and stationary shooting on goal Basic Defensive strategies include keeping one's body between the offense and goal, clearing, and containing and marking an offensive player. Advanced Offensive strategies include give and go, shooting on the run, individual foot skills to keep the ball, and corner kick offense. Advanced Defensive strategies include zone versus man to man, shorthanded defense, and trapping defense, defending indirect and direct kicks, and corner kick defense. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Effectively perform role in class.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Mathematics: field dimensions, scoring, timing, personal and team averages • Anatomy: muscle groups required for individual skill performance 	

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different game like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning games.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of how to properly execute dribbling left/right foot, trapping, passing, and throw ins.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another 2.5 A2 Analyze application of force and motion and modify movement to impact performance.

<p>2.5.12 B Strategy:</p>	<p>2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12. B.2- Apply a variety of mental strategies to improve performance.</p> <p>2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and application of fitness training principals.</p> <p>2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p> <p>2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p>
<p>2.6.12.A- Fitness and Physical Activity:</p>	

9.1.12.A- Critical Thinking and Problem Solving:

9.1.12. A.1- Apply critical thinking and problem solving strategies during structured learning experiences.

9.1.12. F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Unit Objective (Learning Targets)

Students will:

- Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- ie. Dribbling.
- Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.
- Demonstrate proper short and long passing technique to a partner and teammates
- Demonstrate proper trapping technique in order to regain control of the ball.
- Demonstrate proper technique when heading the ball into the goal or to a teammate.
- Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.
- Work in modified teams while practicing soccer skills and proper technique during a facilitated game.

Evidence of Learning**Summative Assessment**

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook/Portfolio
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Passing (stationary and on the move)
- Shooting on goal
- One time shot on goal
- Give and go
- Clearing
- Man and Zone defense
- Soccer Dribbling
- Individual ball control skills
- Goalie play
- Writing Activity (Career in Sport)
- Statistic and record keeping (sports education model)
- Essential questions
- Daily review questions of strategy/ rules of the game

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fundamental passing and dribbling skills. Inclusive of inside and outside foot techniques, dominant and non-dominant foot. Lead up games	1 Day

Day Lesson 2: Goalie techniques, passing and dribbling review with emphasis on non-stationary passing, throw ins. Modified game play	1 Day
Lesson 3: Introduction of field dimensions, individual offensive and defensive positions, scoring. Modified game play	1 Day
Lesson 4: Introduction of team play, game specifications including game start, scoring resumption, in-bounding and timing. Modified game play.	1 Day
Lesson 5: Team development, tournament play including full and or modified game play	6 Days:
Teacher Notes: timeframe may vary due to the progression of the class	
Equipment needed: <ul style="list-style-type: none"> • Soccer balls • Field or similar boundary markings • Cones • Pinnies • Goals 	
Learning Resources. <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • YouTube • Internet • Mobile Device 	

Unit Plan	
Grade: 9-12	Unit Title: Softball
Subject/Content Area: Physical Education	Anticipated time frame: 4 weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills, and safety procedures of Softball. Students will learn the skills through games and drills in order to play and understand the nature of the game. Softball can be considered a lifelong activity that can sustain one’s health physically, cognitively, and socially.</p>	
Standards Addressed/Learning Targets:	
Standards	
2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.	
9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team’s performance during game play? 6. How can softball positively help or improve your health?

Learners will know:	Learners will be able to:
<p>1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success.</p> <p>2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play.</p> <p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles</p> <p>5. Strategy:</p> <p>a. Basic Offensive strategies include hitting and base running</p> <p>b. Basic Defensive strategies include fielding ground balls, fielding fly balls, throwing, and catching</p> <p>c. Advanced Offensive strategies include stealing bases, slapping, bunt and run, and hit and run Advanced Defensive strategies include defending against the bunt and defending with multiple base runners, making double plays.</p>	<p>1. Identify types of communication.</p> <p>2. Describe the importance of knowing their roles.</p> <p>3. Identify ways to help their team even if they are not physically the strongest player.</p> <p>4. Identify and describe possible scenarios that may occur if a game does not have any rules</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p>

Primary interdisciplinary connections:

- Mathematics: field dimensions, scoring, timing, personal and team averages
- Anatomy: muscle groups required for individual skill performance

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different game like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning games.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of how to properly execute a proper overhand throw, how to field a ball properly, how to bat correctly (hit, slap, bunt), and watch how a pitcher properly pitches the ball.

Content Statements	
CPI #	Cumulative Progress Indicator (CPI)
2.5.12 A1 Motor skills development	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another
2.5.12 B Strategy:	2.5 A2 Analyze application of force and motion and modify movement to impact performance 2.5.12. B.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12. B.2- Apply a variety of mental strategies to improve performance. 2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
2.5.12.C- Sportsmanship Rules and Safety	2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.
2.6.12.A- Fitness and Physical Activity:	2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. 2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity. 2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and application of fitness training principals. 2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition. 2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

<p>9.1.12.A- Critical Thinking and Problem Solving:</p>	<p>2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.</p> <p>9.1.12. A.1- Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>9.1.12. F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>
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Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of softball
- Know how to throw, catch, field, and hit a ball with the proper technique
- Know offensive and defensive strategies
- Know how to properly run the bases
- Learn the concept of a force out
- Learn the importance of sportsmanship and working as a team
- How to properly position their feet and hold the bat when in the batter's box.

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolios
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Hitting
- Catching
- Throwing
- Bunting
- Fielding grounders
- Fielding fly balls
- Base running
- Cut offs
- Defensive/Offensive strategies

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fundamental throwing and catching skills. Lead up games	1 Day
Lesson 2: Pitching techniques & Hitting techniques. Modified game play	1 Day
Lesson 3: Introduction of field dimensions, individual offensive and defensive positions, scoring. Modified game play	1 Day

<p>Lesson 4: Introduction of team play, game specifications including outs, fouls, double plays. Modified game play.</p>	<p>1 Day</p>
<p>Lesson 5: Team development, tournament play including full and or modified game play</p>	<p>6 Days:</p>
<p>Teacher Notes: timeframe may vary due to the progression of the class</p>	
<p>Equipment needed:</p> <ul style="list-style-type: none"> • Softballs • Field or similar boundary markings • Bases • Mitts • Bats 	
<p>Learning Resources.</p> <ul style="list-style-type: none"> • Physical education texts, websites, workshops, guest speakers, etc. • http://pecentral.org/ • YouTube • Internet • Mobile Device 	

Unit Plan	
Grade: 9-12	Unit Title: Ultimate Frisbee
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills, and safety procedures of Ultimate Frisbee. Students will learn the skills through games and drills in order to play and understand the nature of the game. Frisbee can be considered a lifelong activity that can sustain one’s health physically, cognitively, and socially. Students will learn how to throw, catch, cut to open space, strategize, and how to play offense and defense. The students will understand and comprehend the rules and strategies that will allow them to socialize, interact, and communicate with others through sports and related activities.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>6.7 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced strategies during game play. 6. Balance, coordination, and flexibility are key components. 7. Understanding how ultimate Frisbee can effect and benefit the overall health of and individual. 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team’s performance during game play? 6. What components of fitness does ultimate Frisbee embrace? 7. How can ultimate Frisbee increase the fitness level of each individual?

<p>Learners will know:</p> <ol style="list-style-type: none"> 1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success. 2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play. 3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success. 4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles. 	<p>Learners will be able to:</p> <ol style="list-style-type: none"> 1. Identify types of communication. 2. Describe the importance of knowing their roles. 3. Identify ways to help their team even if they are not physically the strongest player. 4. Identify and describe possible scenarios that may occur if a game does not have any rules. 5. Identify and demonstrate basic and advanced offensive and defensive strategies. 6. Strategy <p>Basic Offensive strategies include: throwing, catching, and cutting to open space, short passes Basic Defensive strategies:</p> <ul style="list-style-type: none"> • 10 second rule, intercepting, blocking, and marking an opponent, zone and man to man defense.
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Mathematics: field dimensions, scoring, timing, personal and team averages • Science/Anatomy: muscle groups required for individual skill performance, angle of throwing a Frisbee, how to throw a Frisbee against the wind, gravity. • History- When was Frisbee invented, where is it mostly played, who invented Frisbee? 	

21st Century Themes:

9.3.12.ED.3 Use critical thinking to process educational communications, perspectives, policies and/or procedures

- Students will understand why it is essential to communicate with their team members and how that will carry on into the real world.

9.3.12.ED.5- Demonstrate group collaboration skills to enhance professional education and training practice

- Students will communicate with one another while playing Ultimate Frisbee and understand why it is so important to work as a team and how that can benefit themselves and their peers.

Technology: 8.1, 8.2

Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Use mobile device to look up videos of how to properly execute a play while playing the game of Ultimate Frisbee.

Content Statements

CPI #	Cumulative Progress Indicator (CPI)
2.5 A1 Motor skills	2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another 2.5 A2 Analyze application of force and motion and modify movement to impact performance

<p>2.5 12 B Strategy</p>	<p>2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings</p> <p>2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>
<p>2.6.12.A- Fitness and Physical Activity</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p>

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of Ultimate Frisbee.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Perform fundamental skills such as catching, passing, running, throwing, hand positioning.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules and understand the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks
- Understand the importance of physical conditioning and its relationship to participation in the sport of Ultimate Frisbee.

Evidence of Learning**Summative Assessment**

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (Passing, catching, throwing)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (Passing, catching, throwing)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Fundamentals of holding a Frisbee, throwing Lead up games Game Play	2 Days
Lesson 2: Basic shooting and defending, non-stationary throwing and catching Game play	2 Days
Lesson 3: Introduction of strategies, offensive and defensive penalties and violations Game play	1 Day
Lesson 4: Review all skills Teams Game Play	1 Day

<p>Lesson 5:</p> <p>Team development, tournament play</p>	<p>4 Days</p>
<p>Teacher Notes: timeframe may vary due to the progression of the class</p>	
<p>Equipment needed: Frisbees, cones, field or gym, pinnies, score board, whistle</p>	
<p>Learning Resources: Physical education texts, websites, workshops, guest speakers, etc.</p> <p>http://pecentral.org/</p> <p>You tube/Internet</p> <p>Mobile device</p>	

Unit Plan	
Grade: 9-12	Unit Title: Volleyball
Subject/Content Area: Physical Education	Anticipated time frame: 4 Weeks
Desired Outcomes	
Unit Summary/Rationale:	
<p>This course is designed to teach the fundamental rules, skills and safety aspects of volleyball. Through practicing skills and playing in volleyball games, this course will allow students to engage in physical activity. Volleyball is a game that can be participated in throughout one's life as a mode stay physically active. Sports Education Model may be also used in this unit to allow students to participate in different roles (coach, player, statistician, scorekeeper, referee) to encourage participation, teamwork, and leadership.</p>	
Standards Addressed/Learning Targets:	
Standards	
<p>6.8 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.</p> <p>2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.</p>	
Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. During a team sport communication is vital. 2. Everyone has their own individual roles and responsibilities. 3. Some participants will be leaders and others will be followers, but each has equal significance. 4. Rules and regulations keep the participants safe during play and must be followed correctly for safety. 5. There are basic and advanced 	<ol style="list-style-type: none"> 1. What forms of communication are necessary during a team sport? 2. Why is it important to know your own role? 3. How can you help the team even if you are not the strongest participant or most skilled? 4. If we did not have rules during most of our games what type of situations could occur? 5. What type of concepts enhances a team's performance during game play?

Learners will know:	Learners will be able to:
<p>1. Communication (verbal and nonverbal) on a team is necessary to increase chances for success increase the team's chances for success.</p> <p>2. Knowing your own role helps the team come together and take care of all that needs to be accomplished during play.</p> <p>3. Providing feedback and supportive comments helps a team stay together and provides the individual with the feeling of being active. Also, helping with strategies can increase the team's chances for success.</p> <p>4. Without rules there is little control over who can do what. The chances of injury increase without rules because the players are no longer protected. There needs to be boundaries in any activity which help establish individual roles.</p> <p>5. Basic Offensive strategies include the bump (forearm pass), set, and underhand serve.</p> <p>Basic Defensive strategies include the dig, and bump.</p> <p>Advanced Offensive strategies include the spike, overhand serve, and dink.</p> <p>Advanced Defensive strategies include one and two person blocks.</p> <p>6. How to modify game, ball, boundaries to accommodate for different skill levels.</p>	<p>1. Identify types of communication.</p> <p>2. Describe the importance of knowing their roles.</p> <p>3. Identify ways to help their team even if they are not physically the strongest player.</p> <p>4. Identify and describe possible scenarios that may occur if a game does not have any rules.</p> <p>5. Identify and demonstrate basic and advanced offensive and defensive strategies.</p> <p>6. Effectively perform role in class (Sports Education Model).</p>

Primary interdisciplinary connections:

Math- Score keeping

Science- Force of spiking the ball and the angle your arm should be, angles used when serving and spiking, muscles that are used when playing volleyball.

Science/Anatomy: muscle groups required for individual skill performance

History- research the history of volleyball and what countries it is the most popular.

21st Century Themes:

9.3.HT-RFB.4 Demonstrate leadership qualities and collaboration with others

- Students will get into groups and discuss the scenario given and the group leader will then present their ideas discussed to the class.

9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

- Students will be able to understand how a game such as volleyball includes other disciplines such as math and science and how important these areas of learning are to live in the society that we live in today

Technology: 8.1, 8.2

Construct a spreadsheet, enter data, and use mathematical or logical functions to 60 manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Content Statements

CPI #

2.5 A1 Motor skills

Cumulative Progress Indicator (CPI)

2.5 12 B Strategy

2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another

2.5 A2 Analyze application of force and motion and modify movement to impact performance

2.5 C1 Compare and contrast offensive, defensive and cooperative strategies and use them effectively in applied settings

2.5 E1 Use specific strategies, including visualization and positive self-talk, to prepare for physical activity and assess their effectiveness.

2.5.12.C- Sportsmanship Rules and Safety

2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

2.6.12.A- Fitness and Physical Activity

2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

Unit Objective (Learning Targets)

Students will:

- Know and be able to explain the game and safety rules of volleyball.
- Demonstrate an understanding of movement concepts and the use of motor skills.
- Develop special awareness.
- Demonstrate and be able to teach others how to pass, serve, set, and spike.
- Explain the importance of the setter and how to play the position.
- Know how to play an offensive and defensive position.

Summative Assessment

- Participation
- Peer Assessment with rubrics
- Self-Assessment with rubrics
- End of the unit test
- Teacher observation/Assessments
- Skill Tests (passing, serving underhand, overhand serve, setting, hitting, dinking)
- Written Tests

Modifications (ELLs, Special Education, Gifted and Talented)

Teacher Tutoring Peer Tutoring Modified Assignments Differentiated Instruction Response to Intervention (RTI) Follow all IEP modifications/504 plan

Formative Assessments

- Participation
- Skill Assessment
- Portfolios
- Student leadership role
- Teacher Observation
- Homework
- Skill Review (passing, serving underhand, overhand serve, setting, hitting, dinking)
- Discussions
- Warm up
- Written Assessments

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Intro to the game of volleyball Passing and Serving Game Play	2 Days
Lesson 2: Review passing serving Passing, Serving, Setting Drills Game Play	2 Days
Lesson 3: Introduction of court dimensions Individual offensive and defensive positions scoring Game play	1 Day
Lesson 4: Introduction of strategies, offensive and defensive penalties and violations. Game Play	1 Day
Lesson 5: Team development, tournament play	4 Days
Teacher Notes: Timeframe may vary due to the progression of the class.	
Equipment needed: volleyballs, volleyball nets, floor tape, cones, whistle	
Learning Resources: Physical education texts, websites, workshops, guest speakers, etc. http://pecentral.org/ You tube Mobile Device	

Unit Plan

Grade: 9-12

Unit Title: Weight Training, Advanced

Weight Training, Personal Fitness

Subject/Content Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Unit Summary/Rationale:

This course is designed to educate students on the benefits of physical activity through various strength and power training, cardiovascular, change of direction runs, and endurance building activities. The successful performance of these activities will help students enhance their fitness, reduce risk of injury in sports due to added strength, muscle mass, flexibility and building density of bones. Throughout this course students will learn how to set reachable goals for their fitness and chart their progress toward their goals. The weight training section will be more geared toward teaching students the proper technique for a variety of weight training exercises. The Advanced section will perform more advanced lifts for power, plyometric activities, and other advanced techniques to perform during class. The personal fitness section will introduce how to implement a successful exercise routine and will offer students a variety of exercise options to explore.

Standards Addressed/Learning Targets:

Standards

2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.

9.1 21st Century Life Skills: All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.

Unit Enduring Understandings	Unit Essential Questions
<ol style="list-style-type: none"> 1. Weight training can have a major impact on a person's performance if done correctly. 2. Overtraining can have a negative impact of a person's performance. 3. Following rules and regulations in the weight room helps prevent accident injury. 4. A person's fitness planned should be designed specifically for that individual and their goals. 5. Different methods of training can be used for different desired results. (strength, cardio, endurance, explosive power) 	<ol style="list-style-type: none"> 1. What are the positive and negative impacts of weight training? 2. What are the consequences of not following the rules and regulations in the weight room? 3. How does a person design their own fitness plan? 4. How can one chart progress for the class? 5. Explain why it is important to do cardio as well as weight training?

<p>Learners will know:</p> <p>1. The positive impacts of weight training include: increased muscular strength and endurance, increase bone strength/density, decrease risk of injury from ordinary use, more defined muscles, and increase in self-esteem. The negative impacts of weight training include: overtraining which leads to an increased chance of injury from overuse, back injury from improper lifting form or lifting too much weight, and personal dissatisfaction from lack of physical results.</p> <p>2. The consequences for not following rules and regulations in the weight room include increased risk of injury to one's self and to others, and increase chance of damaging equipment.</p> <p>3. When designing a fitness plan one should identify their goals and provide a timeline of their expectations. A fitness plan is designed specifically for a person based on their abilities and goals.</p> <p>4. How to successfully chart progress through the course in specific measurable fitness activities.</p> <p>5. Successfully Perform Specific Core Lifts: bench press, hang clean, dead lifts, squat (advanced WT).</p>	<p>Learners will be able to:</p> <p>1. Identify the positive and negative effects of weight training.</p> <p>2. Identify the rules and regulations of the weight room, and demonstrate safe weight training behavior.</p> <p>3. Design and implement a fitness plan which enables them to chart progress and achieve their goals.</p> <p>4. Explain how train to achieve various fitness results. Strength, power, flexibility, speed, endurance, quickness, balance, and coordination.</p>
<p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> • Anatomy and Physiology: Location of muscle groups and how they work together to produce movement • Mathematics: Calculating workloads, training intensity, training volume, heart rate 	

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together in teams to attain a common goal.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss different fitness like scenarios and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative activities related to fitness.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up a video a of how to properly perform a clean & jerk, bench press, bicep curl, triceps curl, hack squat etc.

Content Statements	
CPI #	Cumulative Progress Indicator

2.6.12.A- Fitness and Physical Activity:

knowledge and application of fitness training principals.

2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.

2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

Unit Objective (Learning Targets)

Students will:

- Perform upper body exercises using selected equipment
- Perform Upper Body exercises using calisthenics', body weight, stability balls, tubing, other apparatus
- Perform Complex upper body exercises using Free Weights
- Perform Simple upper body exercises using Free Weights
- Perform lower body exercises using selected equipment
- Perform lower body exercises using calisthenics', body weight, stability balls, tubing, other apparatus
- Perform Complex lower body exercises using Free Weights
- Perform Simple lower body exercises using Free Weights
- Perform exercises for the trunk using selected equipment
- Perform exercises for the trunk using calisthenics', stability balls, and other apparatus
- Demonstrate proper form of exercises
- Choose appropriate exercises for select body parts
- Perform partner assisted or resisted exercises
- Demonstrate safe spotting technique
- Recognize safe and contraindicated forms of exercise
- Calculate and compare volume of work performed: Sets and Repetitions
- Engage in exercises of varying intensities
- Design comprehensive, balanced exercise routine for self
- Design comprehensive, balanced exercise routine for others

Evidence of Learning

Summative Assessment

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook /Portfolios
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Skills Review
- Lifting Card /Daily fit log for charting progress Word Wall Activity
- Create personal fitness goals
- Design personal fitness plan

Lesson Plans & Pacing	
Lesson	Timeframe
Lesson 1: Fitness components. Inclusive of muscular strength and endurance, cardiovascular endurance, flexibility. Weight room safety and etiquette. Proper exercise technique.	3 days
Lesson 2: Fitness components. Fundamental upper body exercises to include chest, back, shoulders, arms and abdominals. Introduction to program design with straight set training. Weight room safety and etiquette. Proper exercise technique.	3 days
Lesson 3: Fitness components. Fundamental lower body exercises to include quadriceps, hamstrings, calves and abdominals. Introduction to program design with super set training. Weight room safety and etiquette. Proper exercise technique.	3 days
Lesson 4: Fitness components. Introduction to plyometric exercises and athletic core training. Putting it all together with students designing own programs based on needs. Weight room safety and etiquette. Proper exercise technique.	3 days
Teacher Notes: timeframe may vary due to the progression of the class	

Equipment needed:

- Barbells
- Free weight plates
- Dumbbells
- Squat racks
- Bench press benches
- Benches
- Stability balls
- Medicine balls
- Resistance tubing
- Chin/dip/ab station & Plyometric boxes

Learning Resources.

- Physical education texts, websites, workshops, guest speakers, etc.
- <http://pecentral.org/>
- Lifting Card
- YouTube
- Internet
- Mobile Device

Unit Plan

Grade: 9-12

Unit Title: Yoga

Subject/Content Area: Physical Education

Anticipated time frame: 4 weeks

Desired Outcomes

Unit Summary/Rationale:

Participation in rhythmic activity enhances the motor skills of students and integrates cultural and creative elements to their movement. Individuals who understand the basic concepts of rhythmic sequences learn to move more effectively and confidently and are more likely to participate in a variety of health enhancing forms of physical activity throughout life.

Standards Addressed/Learning Targets:

Standards

2.5 Motor skill development- all students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness- all students will apply health-related and skill related fitness concepts and skills to maintain and develop this healthy lifestyle.

Unit Enduring Understandings	Unit Essential Questions
<p>1. The benefits of yoga include improvement in balance, strength, and flexibility. It is also been able to help decrease anxiety and stress. It allows a calming environment for students to become engaged in understanding how their body functions including concentration and coordination.</p> <p>2. Yoga allows people to improve various health related fitness components such as balance, coordination, flexibility, and strength without the use of any equipment. It is also a much more relaxed and calming environment; compared to loud and busy gym.</p> <p>3. Yoga can be therapeutic to a person because of the time a person spends with listening to their body. Stress and anxiety can be relieved in a controlled and calm way, which makes the person able to concentrate more after their session. Yoga can be as physically intense as the participant decides and has proven to provide a full-body workout.</p> <p>4. There are 12 poses which are used through a yoga class. These poses are essential to know because they put together the Sun Salutation, a series of poses used in most styles of yoga.</p> <p>5. Yoga requires no set space and no equipment. One can perform yoga wherever they are, whenever they choose to, and with whomever they choose to.</p>	<p>1. What are the benefits of yoga?</p> <p>2. Why has yoga become a popular class that people take part in?</p> <p>3. How does yoga affect someone's lifestyle?</p> <p>4. What diseases, conditions and do you think can be helped by doing yoga—and why?</p> <p>5. What part do you think breathing plays in the role of yoga?</p> <p>6. When and where can yoga be applied?</p>

Learners will know:	Learners will be able to:
<p>1. Improving health-related fitness components leads to a decrease in risk of injury and healthier life. Understanding and listening to our own body enable one to interpret feedback from the body. Yoga can provide a period of the day for exercise and relaxation at the same time.</p> <p>2. They can have a fun and healthy experience from exercise. Exercise does not have to be a dreaded part of the day which a person feels obligated to perform at an expected level. Yoga has been enjoyed by all age groups and ability levels.</p> <p>3. Yoga has the potential to increase the health of person mentally, physically, emotionally, and sometimes spiritually.</p> <p>4. The poses used for the Sun Salutation in order include:</p> <ul style="list-style-type: none"> 1-Child's Pose 2-Downward-Facing Dog 3-Cobra Pose 4-Cow Pose 5-Cat Pose 6-Extended Puppy Pose 7-Sphinx Pose 8-Cat Pose 9-Cow Pose 10-Cobra Pose 11-Downward-Facing Dog 12-Child's Pose <p>5. A person can take what they have learned in a Yoga class and practice it anywhere, anytime.</p>	<p>1. Explore their personal benefits of yoga, plus what other benefits can result.</p> <p>2. Describe their experience and yoga and research why others have decided to take part.</p> <p>3. Identify and describe areas of their lives which can benefit from participating in yoga.</p> <p>4. Demonstrate the Sun Salutation.</p> <p>5. Identify and describe where and when they can use yoga in the future.</p>

Primary interdisciplinary connections:

- Biology through understanding the muscle groups and how they work.
- Anatomy and physiology through understanding where the muscles are and how they work together.

21st Century Themes:

9.1.12. C.5- Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

- Students will gain a better understanding of how to take charge of a group while working together on a choreographed routine.

9.3. HT-RFB.4 Demonstrate leadership qualities and collaboration with others.

- Students will work in groups and discuss/critique different routines and the elected group leader will present their findings

9.3.12. AC-DES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.

- Students will gain an understanding of how important communication is while participating in cooperative learning yoga routines.

Technology:

8.1.12. A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. *(statistician using sports education model)

8.1.8. A.5 - Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

Mobile device use to look up videos of different yoga movements, concepts to practice mediation, and put together a yoga routine.

Content Statements	
CPI #	Cumulative Progress Indicator
2.5.12 A1 Motor skills development	<p>2.5 A1 Explain and demonstrate ways to transfer movement skills from one activity to another</p> <p>2.5 A2 Analyze application of force and motion and modify movement to impact performance</p> <p>2.5.4. A.3- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.</p> <p>2.5.12. A.4- Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p>

<p>2.5.12 B Strategy:</p>	<p>5.12. B.2- Apply a variety of mental strategies to improve performance.</p> <p>2.5.12. B.3- Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p>
<p>2.5.12.C- Sportsmanship Rules and Safety</p>	<p>2.5.12. C.1- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.</p> <p>2.5.12. C.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12. C.3-Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>
<p>2.6.12.A- Fitness and Physical Activity:</p>	<p>2.6.12. A.1- Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12. A.2- Design, implement and evaluate a fitness plan that reflects knowledge and of fitness training principals.</p> <p>2.6.12. A.3- Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12. A.4- Compare and contrast the impact of health related fitness components as a measure of fitness and health.</p>

2.6.12. A.5- Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.

Unit Objective (Learning Targets)

Students will:

- Perform fitness walking activities for aerobic endurance.
- Perform dynamic warm up/flexibility exercises.
- Choreography Challenge.
- Be able to perform skills such as: Child's Pose, Downward-Facing Dog, Cobra Pose, Cow Pose, Cat Pose, Extended Puppy Pose, Sphinx Pose, Cat Pose
- Be to use Yoga techniques and stretching.
- Be able to use mediation techniques to help them relax in all aspects of life
- Be able to improve breathing patterns
- Be able to vary poses by difficulty and ease and provide modified positions for each pose.
- Watching a performance – critique
- Complete final project: Group Choreography (yoga routine).
- Measure heart rate via the carotid and/or radial artery.

Evidence of Learning**Summative Assessment**

- Participation Assessment
- Preparation
- Rubric
- Teacher observation
- Student/peer observation
- Skill Performance
- Specific Skill Assessment Rubrics
- Skill testing
- Written Assessments
- Open-ended questions

Modifications (ELLs, Special Education, Gifted and Talented)

- Teacher Tutoring
- Peer Tutoring
- Modified Assignments
- Differentiated Instruction
- Response to Intervention (RTI)
- Follow all IEP modifications/504 plan

Formative Assessments

- Teacher Observation
- Homework
- Class Participation (rubric for teamwork, sportsmanship, effort)
- Skill Performance
- Open-ended Questions
- Self and Peer Assessments Specific Skill Assessment Rubrics
- Notebook
- Discussions
- Written Assessments
- Quizzes
- Journal writing
- Warm up using yoga stretches
- Have students identify the names of new positions
- Have students demonstrate positions and critique others

Lesson Plans & Pacing

Lesson	Timeframe
Lesson 1: Warm Up/Stretch Routine & Key Steps/Poses of yoga routines & breathing techniques	2 Days
Lesson 2: Short Yoga Routines – Piece together a few poses	2 Days
Lesson 3: Teach 2 poses of 12 and add their own 2 counts of 12	2 Days
Lesson 4: Cooperative Learning/Peer Teaching	3 Days
Lesson 5: Group Yoga Routine- learn everybody's 3 poses	3 Days

Teacher Notes:

timeframe may vary due to the progression of the class

Equipment needed:

- Music
- Radio

Learning Resources.

- Physical education texts, websites, workshops, guest speakers, etc.
- <http://pecentral.org/>
- YouTube
- Internet
- Mobile Device