

Curriculum Framework for Physical Education

School: Delaware STEM Academy Curricular Tool: DDOE Model Units Grade: 9-12 Teacher: _____

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Introduction to Physical Education Timeline : 3 weeks			
Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings	Stretching and warming the muscles prevents injury. Physical activity is part of a healthy lifestyle. There are rules for physical activity. There are routines in PE that promote the health and well-being.	<u>Essential Questions:</u> What are the personal and social behavioral expectations in physical activity settings? <u>Learning Targets:</u> <ul style="list-style-type: none"> • Students understand how to move safely in a general space to avoid injury. • Students will learn movement concepts necessary for physical activity. 	<u>Suggested Formative Assessments:</u> Teacher observation <u>Suggested Summative Assessments:</u> Exit Slip Demonstration of routines.
Unit Two: Fitnessgram Pre-Testing Timeline: 1 week			
Standard 4 – Achieves and maintains a health-enhancing level of physical fitness. Standard 6 - Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.	Fitness is a personal choice. Participation in physical fitness contributes to a healthy lifestyle.	<u>Essential Questions:</u> Why is physical fitness good for you? How does maintaining a strict physical fitness regimen assist in lifelong health? <u>Learning Targets:</u> <ul style="list-style-type: none"> • Explain how to improve physical fitness • Create a list of activities that builds fitness • Explain the benefits of physical activity/physical education. 	<u>Suggested Formative Assessments:</u> Teacher Observation <u>Suggested Summative Assessments:</u> Student test scores entered into the fitnessgram program

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Unit Three: Components of Fitness Timeline: 4 weeks			
<p>Standard 3 – Participates in regularly in physical activity</p> <p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p>Fitness concepts (Flexibility, Cardiovascular endurance, Muscular Strength, Muscular Endurance, and Agility)</p> <p>Fitness components promote a healthy lifestyle</p> <p>Physical Fitness contributes to quality of life.</p> <p>Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression and or social interaction</p>	<p>Essential Questions: What can I do to be physically active throughout my life?</p> <p>What personal meanings do I find through participation in physical activity?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Know and identify fitness concepts • Identify health benefits of physical fitness • Demonstrate stretching to target specified target muscle groups • Define agility • Demonstrate knowledge of and calculate body composition • Participate in goal setting 	<p>Suggested Formative Assessments: Teacher Observation Class discussion</p> <p>Suggested Summative Assessments: Exit Slip Graphing Worksheets Transfer task</p>
Unit Four: Team Building Timeline: 6 weeks			
<p>Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>	<p>Fit for life.</p> <p>There are personal and social behavioral expectations in physical settings.</p> <p>Physical activity performed safely prevents injuries</p> <p>Resolving conflict in a physical activity setting leads to a more enjoyable experience</p> <p>Leadership skills to complete tasks</p>	<p>Essential Questions: What are personal and social behavioral expectations in physical settings?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Listen to other peoples ideas • Effectively resolve conflicts during activities • Demonstrate self-control • Trust and depend on teammates 	<p>Suggested Formative Assessments: Teacher observations</p> <p>Suggested Summative Assessments: Journaling of the debriefing questions Challenge Worksheet Student check sheet for presenting Transfer task</p>

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	with a group Trust is an integral part of building relationships		
Unit Five: Individual Sports Timeline: 6 weeks			
<p>Standard 1 – Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p>Standard 2 – Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 6 – Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity.</p>	<p>Performing skills in a technically accurate manner promotes safety in physical activity.</p> <p>Effective offensive and defensive strategies are necessary for game situations.</p> <p>Movements can be analyzed for correction.</p> <p>Having knowledge of performance skills provides the foundation for being able to participate in game play.</p>	<p>Essential Questions: How do I make motor skills and physical activity and integral part of my life?</p> <p>What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity?</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> • Perform movement skills in a technically correct manner • Create a fitness routine that supports wellness 	<p>Suggested Formative Assessments: Teacher observation</p> <p>Suggested Summative Assessments: Skills worksheet Written test of rules and regulations Various worksheets Transfer task</p>
Unit Six: Team Sports Timeline: 6 weeks			
<p>Standard 1- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2- Demonstrate understanding of movement concepts, principles, strategies,</p>	<p>Movements can be analyzed for correction.</p> <p>Performing skills in a technically accurate manner promotes safety in physical activity.</p> <p>In team situations, the team is only as strong as its’ “weakest link.”</p>	<p>Essential Questions: What concepts principles, strategies and tactics do apply to specific physical activity?</p> <p>What personal meaning do I find through participation in physical activity where there is a reliance among members of the team?</p>	<p>Suggested Formative Assessments: Observation</p> <p>Suggested Summative Assessments: Performance tasks</p>

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<p>and tactics as they apply to the learning and performance of physical activities.</p> <p>Standard 5 – Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p>		<p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify personal goals for improving team performance. Demonstrate effective carry out of PE routines necessary for the success of the team. 	
<p>Unit Seven: Non-Locomotive Skills Timeline: 3 weeks</p>			
<p><u>Standard 1:</u> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities</p> <p><u>Standard 5:</u> Exhibits responsible personal and social behavior that respects self and others in physical activity settings</p> <p><u>Standard 6:</u> Creates opportunities for health, enjoyment, challenge, self-expression, and/or social interaction through physical activity</p>	<p><u>Big Ideas:</u></p> <ul style="list-style-type: none"> Physical activity involves using movements and motor skills. Physical activity doesn't always involve using your feet. <p><u>Concepts:</u> Movement Concepts</p> <ul style="list-style-type: none"> Non-locomotive Skills <ul style="list-style-type: none"> Bending, turning/twisting, balancing, pushing, pulling, stretching, rocking/swaying 	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> What are different ways to move? What are the ways to behave in a physical activity? How can I have fun moving? <p><u>Learning Targets:</u> Students will be able to...</p> <ul style="list-style-type: none"> Demonstrate the ability to perform a variety of non-locomotive movements in place Demonstrate the ability to move to and from the middle of the body Balance while in different positions 	<p>Teacher observation of students gross motor skills and movements using checklists</p> <p>Repeating back the ways to behave in the gym</p> <p>Oral discussions/student questioning</p> <p>Student reflection</p> <p>Performance task</p>
<p>Unit Eight: Fitnessgram Testing Timeline: 1 week</p>			
<p>Standard 4 – Achieves and maintains a health-enhancing level of physical fitness.</p> <p>Standard 6 - Creates opportunities for health, enjoyment, challenge, self-</p>	<p>Fitness is a personal choice.</p> <p>Participation in fitness contributes to enjoyment.</p> <p>Physical activity contributes to overall wellness.</p>	<p><u>Essential Questions:</u> Why is physical fitness good for you?</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> Identify the health benefits of physical activity Explain strategies for improving 	<p><u>Suggested Formative Assessments:</u> Observation</p> <p><u>Suggested Summative Assessments:</u> Student test scores entered into the</p>

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expression, and/or social interaction through physical activity.		overall wellness <ul style="list-style-type: none"> • Create a list of activities that builds fitness • Explain the benefits of physical activity/physical education 	fitnessgram program