

Bloomfield Public Schools
Bloomfield, New Jersey 07003

Curriculum Guide

Physical Education
Grades 9-12

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Conforms to the New Jersey Student Learning Standards

Board Approved: September 12, 2017

Overview: High School Physical Education

Content: Physical Education

Course Title: Physical Education Grades 9-12

Mission: The goal of Physical Education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

Description: Physical Education classes will include regular fitness activities, participation in traditional team and individual games and weight training.

Bloomfield Public Schools

Content Area: Health Education

Unit Title: Personal Safety/CPR/AED knowledge

Standard: 2.1 Wellness: All students will acquire health promotion concepts and skills to support a healthy, active lifestyle

Cumulative Progress Indicators NJSLS: (2.1.2.A.1, 2.1.2.A.2, 2.1.2.C.1, 2.1.2.C.2, 2.1.2.C.3, 2.1.2.D.1, 2.1.2.D.2, 2.1.2.D.3)

Grade: 12

Unit Length: 3 days

Established Goals:

To acquire and apply wellness, concepts and skills to support a healthy and active lifestyle.
Students will learn how and when to access 911 based on a variety of scenarios.
Students will learn proper application of CPR skills in conjunction with proper AED use.
Students will learn reasons for cardiac/pulmonary distress and methods for treatment.

Enduring Understandings:

Students will understand that:

- CPR is a necessary skill for the protection of your family
- CPR saves lives
- CPR is necessary for employment in various career paths
- AEDs are the most important tool in saving lives

Essential Questions:

- What does CPR stand for?
- What is the most important step in CPR?
- If you use an AED, what is the percentage that an AED will save the victim's life?
- How many compressions do you do before rescue breathing?
- What is rescue breathing?
- How many rescue breaths are given at a time in CPR?

Performance Tasks (Formative Assessment):

- Performing chest compressions in front of the teacher.
- Head positioning for rescue breathing
- Quizzes

Other Evidence :

Students will learn and understand this Terminology:

- Compressions

<ul style="list-style-type: none"> - Notebook Check - Use of visual aids and technology 	<ul style="list-style-type: none"> ● Rescue breathing ● CPR ● AED ● Disease ● Pulmonary distress ● First aid ● 911
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Students will be able to

- Demonstrate proper order of CPR/AED steps
- Demonstrate confidence and knowledge when using CPR
- Understand the value of saving lives.
- Recognize emergency situations

Summary of Key Learning Events and Instruction:

Students must learn the importance of life saving techniques. Students will demonstrate the techniques in CPR/AED and apply their knowledge in front of the instructor.

Content Area: Physical Education grades 9-12

Unit Title: Basketball

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Standards</p> <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 develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1: Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.</p> <p>T2: Understand the different player positions on the court (ex. point guard, shooting guard, forward).</p> <p>T3: Dribble a basketball correctly using both hands in a stationary position as well as while moving.</p> <p>T4: Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).</p> <p>T5: Use proper form shooting from a stationary position.</p> <p>T6: Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, jump shot).</p> <p>T7: Demonstrate the proper defensive stance and position used in a variety of defenses.</p>	
	Meaning	
2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport,dance, or recreational activity to another (e.g.,striking skills from/to tennis, badminton, ping pong,racquetball).	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does basketball encompass?</p> <p>Q2: What do balance, coordination, and flexibility</p>
2.5.12.A.2- Analyze application of force and		

<p>motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.B- Strategy: Individual and team execution in games, sports, and other activity situations is based on the interaction of tactile use of strategies, positive mental attitudes, competent skill levels, and teamwork.</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>U2: Balance, coordination, and flexibility are key components of basketball concepts.</p> <p>U3: Basketball and related activities can affect and benefit the overall health of an individual.</p>	<p>have to do with the concepts and performance of basketball?</p> <p>Q3: How can basketball increase the fitness level of each individual?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>1. The inclusion of lead up games and activities for the game of basketball.</p> <p>2. The etiquette, scoring and sportsmanship in a regulation game and tournament play.</p>	<p><i>Students will be skilled at...</i></p> <p>1. The rules, playing regulations, and boundaries in the sport of basketball.</p>
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	

T1-T7 S1 U1-U3	<p>PERFORMANCE TASK(S):</p> <p>Summave Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Fundamental passing and catching skills. Inclusive of bouncing, throwing and catching techniques. Lead up games
- Shooting techniques, including jump shot, lay-up and foul shooting. Modified game play
- Introduction of court dimensions, individual offensive and defensive positions, scoring. Modified game play
- Introduction of team play, Game specifications including jump balls, inbounding and fouls. Modified game play.
- Team development, tournament play including full and or modified game play.

Content Area: Physical Education grades 9-12

Unit Title: Dance/Yoga

Stage 1 Desired Results		
<p>ESTABLISHED GOALS</p> <p>Standards</p> <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 develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p> <p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p>	Transfer	
	<p><i>Students will be able to independently use their learning to...</i></p> <p><i>T1: Perform dynamic warm up/flexibility exercises.</i></p> <p><i>T2: Perform Dance specific warm up/ flexibility exercises.</i></p> <p><i>T3: Learn and Perform basic contemporary dance moves.</i></p> <p><i>T4: Learn and Perform complex combinations of dance patterns.</i></p> <p><i>T5: Perform various yoga positions</i></p> <p><i>T6: Learn how to teach various yoga positions</i></p>	
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does dance encompass?</p>

<p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of 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.2- Apply a variety of mental strategies to improve performance.</p>	<p>components for a well-grounded individual.</p> <p>U2: Balance, coordination, and flexibility are key components of dance concepts.</p> <p>U3: Aerobic exercise is critical to the overall health of an individual.</p> <p>U4: The importance of music and rhythm is to stay on beat and pick up the rhythm of specific songs.</p> <p>U5: Balance, coordination, and flexibility are key components of yoga concepts.</p>	<p>Q2: What does balance, coordination, and flexibility have to do with the concept of dance?</p> <p>Q3: How does dance increase the fitness level of each individual?</p> <p>Q4: What is the importance of music and rhythm?</p> <p>Q5: How does yoga benefit the body and mind?</p> <p>Q6: What components of fitness does yoga encompass?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. How to present class choreography. 2. The qualities of dance choreography. 3. How to perform various yoga poses for lifelong fitness. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Warm up/flexibility exercises. 2. Dance specific warm up/ flexibility exercises. 3. Basic contemporary dance moves.

	4. How important yoga is to the body and mind.	4. <i>Complex combinations of dance patterns.</i> 5. <i>Various yoga positions</i>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T7 S1- S5 U1-U4	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Warm Up/Stretch Routine & Key Steps/Bones of dance routines
- Short Dance Routine
- Teach 2 Counts of 8 and Add their own 2 counts of 8
- Cooperative Learning/Peer Teaching
- Group Dance- learn everybody's 2 count
- Yoga positions and be able to teach yoga positions
- Mediation

Content Area: Physical Education grades 9-12

Unit Title: Golf

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	<i>T1: Explain the rules and scoring in Golf.</i>
2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	<i>T2: Understand common golf terminology.</i>
9.1 21 st Century Skills	<i>T3: Understand cause and effect factors that influence ball flight.</i>
	<i>T4: Demonstrate pre- and in-swing fundamentals of the short and long game.</i>
	<i>T5: Demonstrate pre- and in-swing fundamentals of putting.</i>
Cumulative Progress Indicator (CPI)	

<p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.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,</p>		
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1: There are fundamental rules and skills to the game of golf. U2: Eye-hand coordination and specific golf swings are essential skills to successfully complete a round of golf.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What are the fundamental skills of golf?</p> <p>Q2: How do you adapt to the various challenges at each hole?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. The rules and scoring in Golf 2. Common golf terminology 3. The cause and effect factors that influence ball flight 4. Fundamentals of the short and long game 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Warm up/flexibility exercises. 2. Proper grip of golf club 3. Proper mechanics of the swing 4. Putting

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.	5. Fundamentals of putting	
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T5 S1- S4 U1-U2	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

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- Fundamental introduction to golf. Inclusive of grip, wrist and stance techniques. Skill practice.

- Fundamental progression of swing and swings for various distances. Review of grip, wrist and stance techniques. Skill practice. Introduction of game play/rules, etiquette, scoring. Modified game play.
- Target pitch and putt play. Modified game play.
- Swing & club sizes for various distances. Review of grip, wrist and stance techniques. Long drive practice.
- Tournament play, modified game play

Content Area: Physical Education grades 9-12

Unit Title: Handball

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
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 develop and maintain a healthy, active lifestyle. 9.1 21 st Century Skills	<i>Students will be able to independently use their learning to...</i> <i>T1: Perform fundamental skills such as catching, passing, running, and shooting.</i> <i>T2: Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</i> <i>T3: Implement basic offensive and defensive positions and formations.</i> <i>T4: Implement basic scoring principles, rules and understand the penalties for violations of these rules.</i>

Cumulative Progress Indicator (CPI) 2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of 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.	<i>T5: Understand the dimensions of the playing court, boundaries and other areas of importance.</i> <i>T6: Identify potential risks and dangers associated with physical activity and describe how to minimize these risks</i> <i>T7: Understand the importance of physical conditioning and its relationship to participation in the sport of handball.</i>	
	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1: Body awareness and coordination are necessary components of a fit individual. U2: Balance, coordination, and flexibility are key components of handball concepts. U3: Understanding how handball and related activities can affect and benefit the overall health of an individual.	ESSENTIAL QUESTIONS Q1: What components of fitness does handball encompass? Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of handball? Q3: How can handball increase the fitness level of each individual?

<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>	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> <i>1. Basic scoring principles, rules and understand the penalties for violations of these rules.</i> <i>2. The dimensions of the playing court, boundaries and other areas of importance.</i> <i>3. Risks and dangers associated with physical activity and describe how to minimize these risks</i> <i>4. Understand the importance of physical conditioning and its relationship to participation in the sport of handball.</i> 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Passing and catching with the handball 2. Shooting the handball in the net 3. Playing proper defense 4. Teamwork when playing the game. 5. Proper warm up games and activities that promote learning the game
Stage 2 - Evidence		

Evaluative Criteria	Assessment Evidence
T1-T7 S1- S5 U1-U3	PERFORMANCE TASK(S): Summative Assessment <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric Formative Assessment <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Fundamental passing and catching skills. Lead up games
- Basic shooting and defending, non-stationary passing and catching. Modified game play
- Introduction of court dimensions, individual offensive and defensive positions, scoring.
- Modified game play Introduction of strategies, offensive and defensive penalties and violations. Modified game play.
- Team development, tournaments play, full game play

Content Area: Physical Education grades 9-12

Unit Title: Backyard Games

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	<i>T1: Demonstrate an understanding of movement concepts and the use of motor skills</i>
2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	<i>T2: Effectively move safely through space while actively participating</i>
9.1 21 st Century Skills	<i>T3: Demonstrate responsible personal and social behavior</i>
Cumulative Progress Indicator (CPI)	<i>T4: Demonstrate the ability to use effective interpersonal skills</i>
2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).	<i>T5: Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving</i>

<p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>		
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of backyard game concepts.</p> <p>U3: Understanding how backyard games and related activities can affect and benefit the overall health of an individual.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness encompassed through participation in backyard games?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of backyard games?</p> <p>Q3: How can backyard games increase the fitness level of each individual?</p>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<p><i>1. Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in recreational activities</i></p> <p><i>2. Demonstrate an understanding and respect for differences</i></p> <p><i>3. Play hard, Play safe, Play fun</i></p>	<p>1. Teamwork when playing the game.</p> <p>2. Proper warm up games and activities that promote learning the game</p>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T5 S1- S2 U1-U3	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none">● Fundamental of Corn Hole, inclusive of equipment, rules, court dimensions, scoring, tossing skills, offensive and defensive strategy, individual and team play● Fundamental of Ladder Ball, inclusive of equipment, rules, court dimensions, scoring, throwing, offensive and defensive strategy, individual and team play● Fundamental of Washers, inclusive of equipment, rules, court dimensions, scoring, throwing, offensive and defensive strategy, individual and team play● Fundamental of Ping Pong, inclusive of equipment, rules, table dimensions, scoring, serving, volleying, offensive and defensive strategy, singles and doubles play● Games Participation. Students may choose from the previously introduced activities and participate in several of the games/matches on a daily basis.	

Summary of Key Learning Events and Instruction

- Fundamental of Corn Hole, inclusive of equipment, rules, court dimensions, scoring, tossing skills, offensive and defensive strategy, individual and team play
- Fundamental of Ladder Ball, inclusive of equipment, rules, court dimensions, scoring, throwing, offensive and defensive strategy, individual and team play
- Fundamental of Washers, inclusive of equipment, rules, court dimensions, scoring, throwing, offensive and defensive strategy, individual and team play
- Fundamental of Ping Pong, inclusive of equipment, rules, table dimensions, scoring, serving, volleying, offensive and defensive strategy, singles and doubles play
- Games Participation. Students may choose from the previously introduced activities and participate in several of the games/matches on a daily basis.

Content Area: Physical Education grades 9-12

Unit Title: Soccer

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	<i>T1: Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- ie. Dribbling.</i>
2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	<i>T2: Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</i>
9.1 21 st Century Skills	<i>T3: Demonstrate proper short and long passing technique to a partner and teammates</i>
Cumulative Progress Indicator (CPI)	<i>T4: Demonstrate proper trapping technique in order to regain control of the ball.</i>
2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).	<i>T5: Demonstrate proper technique when heading the ball into the goal or to a teammate.</i>
	<i>T6: Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.</i>

<p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>		
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of soccer concepts.</p> <p>U3: Understanding how soccer and related activities can affect and benefit the overall health of an individual.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does soccer encompass?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of soccer?</p> <p>Q3: How can soccer increase the fitness level of each individual?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p><i>1. Work in modified teams while practicing soccer skills and proper technique during a facilitated game.</i></p>	<p><i>Students will be skilled at...</i></p> <p>1. Passing and catching with the soccer ball</p>

	<p>2. <i>Recite the basic rules of a soccer games.</i></p> <p>3. <i>Demonstrate basic knowledge of a soccer field dimensions and recognize the following areas on the field: center circle, center-line, goal line, and corner arc.</i></p>	<p>2. Shooting the soccer ball in the net</p> <p>3. Playing proper defense</p> <p>4. Teamwork when playing the game.</p> <p>5. Proper warm up games and activities that promote learning the game</p>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T6 S1- S5 U1-U3	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

	Stage 3 – Learning Plan
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Summary of Key Learning Events and Instruction

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- Fundamental passing and dribbling skills. Inclusive of inside and outside foot techniques,
- dominant and non-dominant foot. Lead up games
- Goalie techniques, passing and dribbling review with emphasis on non-stationary passing, throw-ins.
Modified game play
- Introduction of field dimensions, individual offensive and defensive positions, scoring. Modified game play
- Introduction of team play, game specifications including game start, scoring resumption, inbounding and timing. Modified game play.
- Team development, tournament play including full and or modified game play

Content Area: Physical Education grades 9-12

Unit Title: Speedball

Stage 1 Desired Results	
<p>ESTABLISHED GOALS</p> <p>Standards</p> <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 develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p> <p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility,</p>	<p>Transfer</p> <p><i>Students will be able to independently use their learning to...</i></p> <p><i>T1: Perform fundamental movement skills such as catching/trapping, dribbling, passing/throwing, shooting, running, and kicking/punting.</i></p> <p><i>T2: Incorporate the basic skills learned from Basketball, Soccer, Football and Handball units.</i></p> <p><i>T3: Perform the basics skills required of Speedball such as ground balls, aerial balls, kick-up to self, kick-up to another person and drop kick.</i></p> <p><i>T4: Perform the basic defensive skills of blocking, guarding and goalkeeping.</i></p> <p><i>T5: Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</i></p>
	<p>Meaning</p>

<p>range of motion) and modify movement to impact performance.</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.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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of football concepts.</p> <p>U3: Understanding how Speedball and related activities can affect and benefit the overall health of an individual.</p> <p>U4: Understanding the importance of sportsmanship and communication is vital to the needs of successfully working in a group dynamic.</p> <p>U5: Movement, spacing, communication, and sportsmanship are essential to competitive sport.</p> <p>U6: Applying prior skill knowledge gained from related sport units will increase student success in Speedball.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does Speedball encompass?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of Speedball?</p> <p>Q3: How can Speedball increase the fitness level of each individual?</p> <p>Q4: What role does movement, transition, sportsmanship, and communication play in the game of speedball?</p> <p>Q5: How do to basic skills of Speedball relate to those of Basketball, Soccer, Football and Handball?</p>
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	Acquisition	
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Demonstrate basic group strategies as well as acknowledge contributions of team members during play. 2. Demonstrate usage of a variety of game skills and strategies to accomplish individual and team goals. 3. Develop an appreciation for Speedball and varied forms of physical activity. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Passing and catching with the speedball. 2. Shooting the speedball in the appropriate net. 3. Playing proper defense 4. Teamwork when playing the game. 5. Proper warm up games and activities that promote learning the game

Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T5 S1- S6 U1-U5	PERFORMANCE TASK(S): Summative Assessment <ul style="list-style-type: none">• Teacher observation of participation• Teacher observation of skills performance• Written test/quiz• BHS Grading Rubric Formative Assessment <ul style="list-style-type: none">• Self Assessment• Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Review of fundamental catching/trapping, dribbling, throwing/passing, kicking and shooting skills. Lead up games.
- Introduction of ground ball and aerial-ball techniques of kick-up to self, kick-up to another person and drop kick. Modified game play. Introduction of field dimensions, individual offensive and defensive positions, scoring, rules,
- penalties and safety measures. Modified game play
- Team development, sportsmanship, and tournament play. Full game play.

Content Area: Physical Education grades 9-12

Unit Title: Ultimate Frisbee

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	<i>T1: Perform fundamental movement skills such as catching/trapping, dribbling, passing/throwing, shooting, running, and kicking/punting.</i> <i>T2: Incorporate the basic skills learned from Basketball, Soccer, Football and Handball units.</i>

<p>2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p> <p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p><i>T3: Perform the basics skills required of Speedball such as ground balls, aerial balls, kick-up to self, kick-up to another person and drop kick.</i></p> <p><i>T4: Perform the basic defensive skills of blocking, guarding and goalkeeping.</i></p> <p><i>T5: Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</i></p>	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of football concepts.</p> <p>U3: Understanding how Speedball and related activities can affect and</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does Speedball encompass?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of Speedball?</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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>	<p>benefit the overall health of an individual.</p> <p>U4: Understanding the importance of sportsmanship and communication is vital to the needs of successfully working in a group dynamic.</p> <p>U5: Movement, spacing, communication, and sportsmanship are essential to competitive sport.</p> <p>U6: Applying prior skill knowledge gained from related sport units will increase student success in Speedball.</p>	<p>Q3: How can Speedball increase the fitness level of each individual?</p> <p>Q4: What role does movement, transition, sportsmanship, and communication play in the game of speedball?</p> <p>Q5: How do to basic skills of Speedball relate to those of Basketball, Soccer, Football and Handball?</p>
	Acquisition	
	<p><i>Students will know...</i></p> <p>1. Demonstrate basic group strategies as well as acknowledge contributions of team members during play.</p>	<p><i>Students will be skilled at...</i></p> <p>1. Passing and catching with the speedball.</p> <p>2. Shooting the speedball in the appropriate net.</p>

	<p>2. Demonstrate usage of a variety of game skills and strategies to accomplish individual and team goals.</p> <p>3. Develop an appreciation for Speedball and varied forms of physical activity.</p>	<p>3. Playing proper defense</p> <p>4. Teamwork when playing the game.</p> <p>5. Proper warm up games and activities that promote learning the game</p>
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
<p>T1-T5</p> <p>S1- S5</p> <p>U1-U6</p>	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none"> ● Fundamental passing and catching skills. Lead up games ● Basic shooting and defending, non-stationary passing and catching. Modified game play ● Introduction of field dimensions, individual offensive and defensive positions, scoring. Modified game play ● Introduction of strategies, offensive and defensive penalties and violations. Modified game play. ● Team development, tournaments play full game play 	

Content Area: Physical Education grades 9-12

Unit Title: Volleyball

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	<p>T1: Perform fundamental skills such as bumping, setting, serving and blocking.</p> <p>T2: Understand and implement basic offensive and defensive techniques, both as a team and as individuals.</p>

<p>2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p> <p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>T3: Implement basic offensive and defensive positions on the court.</p> <p>T4: Implement basic scoring principles, rotation procedures, rules and regulations, safety concerns and understand the penalties for violations of these rules.</p> <p>T5: Understand the dimensions of the playing court, boundaries and other areas of importance.</p> <p>T6: Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.</p> <p>T7: Understand the importance of physical conditioning and its relationship to participation in the sport of volleyball.</p>	
	<p>Meaning</p>	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of volleyball concepts.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does volleyball encompass?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of volleyball?</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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>	<p>U3: Understanding how volleyball and related activities can affect and benefit the overall health of an individual.</p>	<p>Q3: How can volleyball increase the fitness level of each individual?</p>
<p>Acquisition</p>		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Demonstrate basic group strategies as well as acknowledge contributions of team members during play. 2. Demonstrate usage of a variety of game skills and strategies to accomplish individual and team goals. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Setting, bumping, and serving the volleyball. 2. Playing proper defense 3. Teamwork when playing the game. 4. Proper warm up games and activities that promote learning the game

	3. Develop an appreciation for Volleyball and varied forms of physical activity.	
Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
T1-T7 S1- S54 U1-U3	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment 	

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<ul style="list-style-type: none">● Fundamental skills: bumping- inclusive of stance, hand/arm position, contact point and controlled forward/backward bumping technique. Lead up games-“ keep it up”, mini game play● Fundamental skills: setting- inclusive of stance, hand/arm placement, contact point, follow through. Execute a forward and back-set. Lead up activity: “keep it up” using bumping/setting techniques. Mini game play.● Introduction of court dimensions and boundaries.● Incorporate individual offensive and defensive positions, rotation procedure and scoring. Review bumping and setting techniques, game play.● Fundamental skills: Serving- underhand/overhand serve. Demonstrate stance, hand/ball position, striking point, follow through. Lead up activity- “Sharks in the water” (serving accuracy game) Game play● Fundamental skills: Blocking- Demonstrate blocking technique using a 2 footed take-off, jump straight up in the air, block with both arms and hands overhead. Group practice. Begin tournament play.	

Content Area: Physical Education grades 9-12

Unit Title: Strength Training

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and	T1: Perform upper body exercises using selected equipment T2: Perform Upper Body exercises using calisthenics', body weight, stability balls, tubing, other apparatus

<p>maintain a healthy, active lifestyle.</p> <p>2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.</p> <p>9.1 21st Century Skills</p> <p>Cumulative Progress Indicator (CPI)</p> <p>2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</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.1- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p>	<p>T3: Perform Complex upper body exercises using Free Weights</p> <p>T4: Perform Simple upper body exercises using Free Weights</p> <p>T5: Perform lower body exercises using selected equipment</p> <p>T6: Perform lower body exercises using calisthenics', body weight, stability balls, tubing, other apparatus</p> <p>T7: Perform Complex lower body exercises using Free Weights</p> <p>T8: Perform Simple lower body exercises using Free Weights</p> <p>T9: Perform exercises for the trunk using selected equipment</p> <p>T10: Perform exercises for the trunk using calisthenics', stability balls, and other apparatus</p> <p>T11: Demonstrate proper form of exercises</p> <p>T12: Choose appropriate exercises for select body parts</p> <p>T13: Perform partner assisted or resisted exercises</p> <p>T14: Demonstrate safe spotting technique</p>
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<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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>		
	Meaning	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: It's important to know how to organize exercises into a comprehensive strength training program.</p> <p>U3: Strength training can affect and benefit the overall health of an individual.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: How can participating in a strength training program impact my life?</p> <p>Q2: What are the components of a comprehensive strength training program?</p> <p>Q3: What is strength and why is it important for overall health?</p>
	Acquisition	
	<i>Students will know...</i>	<i>Students will be skilled at...</i>

	<ol style="list-style-type: none">1. Demonstrate basic exercises as well as the knowledge on how those exercises benefit the body.2. Demonstrate usage of a variety of skills and strategies to accomplish individual fitness goals.3. Develop an appreciation for strength training and varied forms of physical activity.	<ol style="list-style-type: none">1. Designing comprehensive, balanced exercise routine for self2. Designing comprehensive, balanced exercise routine for others.3. Calculating and comparing volume of work performed: Sets and Repetitions
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Stage 2 - Evidence

Evaluative Criteria	Assessment Evidence
T1-T14 S1- S3 U1-U3	<p>PERFORMANCE TASK(S):</p> <p>Summative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric <p>Formative Assessment</p> <ul style="list-style-type: none"> • Self Assessment • Peer Assessment

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

- Fitness components. Inclusive of muscular strength and endurance, cardiovascular endurance, flexibility. Weight room safety and etiquette. Proper exercise technique.
- 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.
- 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.
- 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.

Content Area: Physical Education grades 9-12

Unit Title: Badminton

Stage 1 Desired Results		
ESTABLISHED GOALS 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 develop and maintain a healthy, active lifestyle. 9.1 21 st Century Skills	Transfer	
	<i>Students will be able to independently use their learning to...</i> T1: Execute a correct serve T2: Hit proper forehand and backhand badminton shots T3: Explain how to keep score T4: Define the basic rules of the game of badminton T5: Play a game of badminton in a sportsmanlike manner T6: Respect fellow students and equipment T7: Work cooperatively while playing in a doubles badminton match	
Cumulative Progress Indicator (CPI) 2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility,	Meaning	
	UNDERSTANDINGS <i>Students will understand that...</i> U1: Playing badminton involves balance, coordination, body awareness, muscular endurance, cardio endurance, and flexibility. U2: When you increase your cardio endurance and overall general physical fitness, you also improve your heart health.	ESSENTIAL QUESTIONS Q1: What components of fitness does badminton encompass? Q2: How can badminton increase the fitness level of each individual? Q3: What are some of the basic skills you will need to play badminton?

<p>range of motion) and modify movement to impact performance.</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.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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>	<p>U3: Badminton involves the use of basic skills: serve, forehand, backhand, footwork, and how to keep score.</p>	
Acquisition		
	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Components of fitness that badminton encompass 2. Badminton increases the fitness level of each individual 3. Basic skills you will need to play badminton 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Designing comprehensive, balanced exercise routine for self 2. Designing comprehensive, balanced exercise routine for others. 3. Calculating and comparing volume of work performed: Sets and Repetitions

Stage 2 - Evidence		
Evaluative Criteria	Assessment Evidence	
T1-T17 S1- S3 U1-U3	PERFORMANCE TASK(S): Summative Assessment <ul style="list-style-type: none">• Teacher observation of participation• Teacher observation of skills performance• Written test/quiz• BHS Grading Rubric Formative Assessment <ul style="list-style-type: none">• Self Assessment• Peer Assessment	
Stage 3 – Learning Plan		
Summary of Key Learning Events and Instruction		
<ul style="list-style-type: none">• Introduction to rules, scoring and etiquette• Introduce the basic skills involved in tennis (forehand, backhand, and serve)• Participate in tournament play in both single and double matches		

Content Area: Physical Education grades 9-12

Unit Title: Dodgeball

Stage 1 Desired Results	
ESTABLISHED GOALS	<i>Transfer</i>
Standards	<i>Students will be able to independently use their learning to...</i>
2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	T1: Perform fundamental skills such as throwing, catching, and dodging.
2.6 Fitness: All students will apply health-related and skill related fitness concepts and skills to develop and maintain a healthy, active lifestyle.	T2: Understand and implement basic offensive and defensive techniques, both as a team and as individuals.
9.1 21 st Century Skills	T3: Implement basic offensive and defensive positions on the court.
Cumulative Progress Indicator (CPI)	T4: Implement basic scoring principles, rotation procedures, rules and regulations, safety concerns and understand the penalties for violations of these rules.
2.5.12.A.1- Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).	T5: Understand the dimensions of the playing court, boundaries and other areas of importance.
2.5.12.A.2- Analyze application of force and motion (weight transfer, power, speed, agility,	T6: Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.
	T7: Understand the importance of physical conditioning and its relationship to participation in the sport of dodgeball.

<p>range of motion) and modify movement to impact performance.</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.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.2- Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p>		
	Meaning	
	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <p>U1: Body awareness and coordination are necessary components of a fit individual.</p> <p>U2: Balance, coordination, and flexibility are key components of dodgeball concepts.</p> <p>U3: Understanding how dodgeball and related activities can affect and benefit the overall health of an individual.</p>	<p>ESSENTIAL QUESTIONS</p> <p>Q1: What components of fitness does dodgeball encompass?</p> <p>Q2: What do balance, coordination, and flexibility have to do with the concepts and performance of volleyball?</p> <p>Q3: How can dodgeball increase the fitness level of each individual?</p>
	Acquisition	

	<p><i>Students will know...</i></p> <ol style="list-style-type: none"> 1. Demonstrate basic group strategies as well as acknowledge contributions of team members during play. 2. Demonstrate usage of a variety of game skills and strategies to accomplish individual and team goals. 3. Develop an appreciation for dodgeball and varied forms of physical activity. 	<p><i>Students will be skilled at...</i></p> <ol style="list-style-type: none"> 1. Throwing, catching, and dodging the dodgeball. 2. Playing proper defense 3. Teamwork when playing the game. 4. Proper warm up games and activities that promote learning the game
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Evaluative Criteria	Assessment Evidence
T1-T7 S1- S54 U1-U3	PERFORMANCE TASK(S): Summative Assessment <ul style="list-style-type: none"> • Teacher observation of participation • Teacher observation of skills performance • Written test/quiz • BHS Grading Rubric Formative Assessment <ul style="list-style-type: none"> • Self Assessment • Peer Assessment
Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i> <ul style="list-style-type: none"> • Fundamental skills: Catching Drills, throwing drills and technique. Lead up games.mini game play • Mini game play. Introduction of court dimensions and boundaries. • Incorporate individual offensive and defensive positions, rotation procedure and scoring. Game play. • Class tournament 	