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| Unit Title: Physical fitness testing, ultimate Frisbee, dodgeball, basketball Subject: Physical education Grade:9 th | Teacher: Tuschen Duration: January | |
| Summary of unit: Students will explored the following topics: pre-test for physical fitness, strategies and concepts to team sports, FITT principal | | |
| Stage 1 – Desired Results | | |
| Standards(unpacked) <ul style="list-style-type: none"> • The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns. • The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance • The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction. | Essential Questions: What is the FITT principle? What is target heart rate? What are concepts, principles, strategies, and tactics for team sports? | |
| <p style="text-align: center;">Factual Knowledge</p> Students will know: The following vocabulary terms: FITT, concepts, strategies, tactics, principles. | <p style="text-align: center;">Procedural Knowledge</p> Students will be able to: Calculate their own target heart rate. Create their own five-day abdominal routine | <p style="text-align: center;">Conceptual Knowledge</p> Students will understand: How to do the following warm-ups using the FITT principle- sprints, jump rope, relay races, speed ladder. |

| Stage 2 – Assessment Evidence | |
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| <p>Performance Tasks: Warm-ups, abdominal routines, push-ups, stretching individually and with a partner, and team activities.</p> | <p>Unit Pre-Assessment: Fitness test- sit-ups, push-ups, and target heart rate after ten minutes of cardiovascular activity.</p> <p>Other Evidence/Assessments Used: Standard writing assessment for dodgeball, drills for basketball</p> <p>Degree of Competency (select one) Introduced/reinforced/mastered Reinforced</p> |
| <p>Evidence of a student’s ability to demonstrate competency Standard writing assessment</p> | <p>Differentiation Considerations: Teacher will model rhythmic movements. Students will teach each other abdominal routine.</p> |
| Stage 3 – Learning Plan | |
| <p>Learning Activities:(How is the content taught?) procedures/topics</p> <p>Students will complete warm-up activities every day. Students will complete abdominal routine and push-ups daily. Students will complete one-minute sit-up and one-minute push-up tests weekly to improve their physical fitness.</p> | |
| Lesson Descriptions | |
| <p>Physical fitness test: Students will be tested at the beginning of the semester the amount of sit-ups and push-ups they can complete in a minute. Also, students will test their target heart rate by doing ten minutes of cardiovascular activity and taking a pre and post heart rate.</p> <p>Abdominal routines- Students will be introduced to different abdominal exercises. They will create their own program based on the FITT principle.</p> <p>Dodgeball- Students will learn strategies, concepts, principles, and tactics to dodgeball.</p> <p>Ultimate Frisbee- Students will learn strategies, concepts, principles, and tactics to ultimate Frisbee.</p> <p>Basketball- Students will learn strategies, concepts, principles, and tactics to basketball.</p> | |

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| Unit Title: Basketball, Soccer, Capture the Flag Subject: Physical education Grade:9 th | | Teacher: Duration: February | |
| Summary of unit: Students will explored the following topics: fundamentals of basketball, drills and strategies to soccer, and strategies to capture the flag. | | | |
| Stage 1 – Desired Results | | | |
| Standards(unpacked) <ul style="list-style-type: none"> • The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns. • The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance • The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction. | | Essential Questions: What are rhythmic movement that will increase target heart rate? What is target heart rate? What are concepts, principles, strategies, and tactics for team sports? | |
| Factual Knowledge Students will know: The following vocabulary terms: strategies, tactics, principles, and rhythmic movement. | Procedural Knowledge Students will be able to: Students will be able to follow speed ladder and cone drill patterns. | Conceptual Knowledge Students will understand: How to do the following warm-ups using the FITT principle- speed ladder, cone drills, and running laps. | |
| Stage 2 – Assessment Evidence | | | |
| Performance Tasks: | | Unit Pre-Assessment: | |

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| <p>Warm-ups, abdominal routines, push-ups, stretching individually and with a partner, and team activities.</p> | <p>Concepts, strategies, and principles quiz for team sport introduced each week. Other Evidence/Assessments Used: Students performance in team activities and warm-ups every day. Degree of Competency (select one) Introduced/reinforced/mastered Reinforced</p> |
| <p>Evidence of a student’s ability to demonstrate competency Standard writing assessment</p> | <p>Differentiation Considerations: Teacher will model rhythmic movements. Students will teach each other abdominal routine.</p> |
| <p>Stage 3 – Learning Plan</p> | |
| <p>Learning Activities:(How is the content taught?) procedures/topics</p> <p>Students will complete warm-up activities every day. Students will complete abdominal routine and push-ups daily. Students will complete one-minute sit-up and one-minute push-up tests weekly to improve their physical fitness.</p> | |
| <p>Lesson Descriptions</p> | |
| <p>Students will go through concepts, principles, and strategies for basketball, soccer, and capture the flag. Abdominal routines- Students will be introduced to different abdominal exercises. They will create their own program based on the FITT principle.</p> | |

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| Unit Title: Lifetime fitness, lifting, volleyball Subject: Physical education Grade:9 th | | Teacher: Duration: March | |
| Summary of unit: Students will explore the following topics: fundamentals lifting and volleyball. Also, students will explore lifetime fitness activities including yoga, pilates, piyo, insanity, and P90X. | | | |
| Stage 1 – Desired Results | | | |
| Standards(unpacked) <ul style="list-style-type: none"> • The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns. • The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance • The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction. | | Essential Questions: What are rhythmic movement that will increase target heart rate? What activities would I be interested in completing to increase fitness levels? What is target heart rate? What are concepts, principles, strategies, and tactics for team sports? | |
| Factual Knowledge Students will know: The following vocabulary terms: strategies, tactics, principles, and rhythmic movement. | Procedural Knowledge Students will be able to: Students will be able to follow abdominal workouts and stretching routines. | Conceptual Knowledge Students will understand: How to do the following warm-ups using the FITT principle- lifting drills and volleyball drills. | |
| Stage 2 – Assessment Evidence | | | |
| Performance Tasks: | | Unit Pre-Assessment: | |

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| <p>Warm-ups, abdominal routines, push-ups, stretching individually and with a partner, and team activities.</p> | <p>Concepts, strategies, and principles quiz for team sport introduced each week. Other Evidence/Assessments Used: Students performance in team activities and warm-ups every day. Degree of Competency (select one) Introduced/reinforced/mastered Reinforced</p> |
| <p>Evidence of a student’s ability to demonstrate competency Reflection paper over lifetime fitness activities. Lifting workout and reflection. Students will create a practice to improve concepts and fundamentals for volleyball.</p> | <p>Differentiation Considerations: Students will model fundamental drills for volleyball. Students will teach each other abdominal routine.</p> |
| <p>Stage 3 – Learning Plan</p> | |
| <p>Learning Activities:(How is the content taught?) procedures/topics</p> <p>Students will complete warm-up activities every day. Students will complete abdominal routine and push-ups daily. Students will complete one-minute sit-up and one-minute push-up tests weekly to improve their physical fitness.</p> | |
| <p>Lesson Descriptions</p> | |
| <p>Students will go through concepts, principles, and strategies for volleyball and lifting. Students will go through concepts and principles for the following lifetime fitness activities: yoga, pilates, piyo, P90X, and insanity. Abdominal routines- Students will be introduced to different abdominal exercises. They will create their own program based on the FITT principle.</p> | |

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| Unit Title: Weightlifting, flag football, baseball, and softball Subject: Physical education Grade:9 th | | Teacher: Duration: April | |
| Summary of unit: Students will explore the following topics: fundamentals of weightlifting, flag football, baseball, and softball | | | |
| Stage 1 – Desired Results | | | |
| Standards(unpacked) <ul style="list-style-type: none"> The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns. The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction. | | Essential Questions: What are rhythmic movement that will increase target heart rate? What is target heart rate? How would I create a lifting routine that aligns with my fitness goals? What are concepts, principles, strategies, and tactics for team sports? | |
| Factual Knowledge Students will know: The following vocabulary terms: strategies, tactics, principles, concepts, and rhythmic movement. | Procedural Knowledge Students will be able to: Students will be able to follow endurance lifting, strength lifting, and circuit lifting | Conceptual Knowledge Students will understand: How to do the following warm-ups using the FITT principle- creating a workout, flag football drills, and strategies for baseball and softball. | |
| Stage 2 – Assessment Evidence | | | |
| Performance Tasks: | | Unit Pre-Assessment: | |

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| <p>Warm-ups, abdominal routines, push-ups, stretching individually and with a partner, and team activities.</p> | <p>Concepts, strategies, and principles quiz for team sport introduced each week. Other Evidence/Assessments Used: Student's performance in team activities and warm-ups every day. Student's response to discussion board posts. Student's completion of drills for flag football. Degree of Competency (select one) Introduced/reinforced/mastered Reinforced</p> |
| <p>Evidence of a student's ability to demonstrate competency Lifting program and reflection. Football playbook with offensive and defensive plays. Softball/baseball program presentation.</p> | <p>Differentiation Considerations: Students will respond to discussion board posts over concepts, strategies, and fundamentals. Students will teach each other abdominal routine.</p> |
| <p>Stage 3 – Learning Plan</p> | |
| <p>Learning Activities:(How is the content taught?) procedures/topics</p> <p>Students will complete warm-up activities every day. Students will complete abdominal routine and push-ups daily. Students will complete one-minute sit-up and one-minute push-up tests weekly to improve their physical fitness.</p> | |
| <p>Lesson Descriptions</p> <p>Students will go through concepts, principles, and strategies for flag football, baseball, and softball. Abdominal routines- Students will be introduced to different abdominal exercises. They will create their own program based on the FITT principle.</p> | |

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| Unit Title: Kickball and end of the year testing Subject: Physical education Grade:9 th | | Teacher: Duration: May | |
| Summary of unit: Students will explored the following topics: Kickball and end of the year testing | | | |
| Stage 1 – Desired Results | | | |
| Standards(unpacked) <ul style="list-style-type: none"> • The physically literate individual demonstrates proficiency in a variety of motor skills and movement patterns. • The physically literate individual applies knowledge of concepts, principles, strategies, and tactics to enhance movement and performance • The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness. • The physically literate individual exhibits responsible personal and social behavior that respects self, others and environment. • The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression, employment opportunities and social interaction. | | Essential Questions: What is target heart rate? What are concepts, principles, strategies, and tactics for team sports? How do I indicate improvement for my physical fitness? | |
| Factual Knowledge Students will know: The following vocabulary terms: strategies, tactics, principles, concepts, and rhythmic movement. | Procedural Knowledge Students will be able to: Students will be able to follow offensive protocol for kickball and defensive protocol for kickball. | Conceptual Knowledge Students will understand: How to do the following warm-ups using the FITT principle- abdominal routines, push-ups, kickball concepts, and kickball strategies. | |
| Stage 2 – Assessment Evidence | | | |
| Performance Tasks: | | Unit Pre-Assessment: | |

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| <p>Warm-ups, abdominal routines, push-ups, stretching individually and with a partner, and team activities.</p> | <p>Concepts, strategies, and principles quiz for team sport introduced each week. Other Evidence/Assessments Used: Student's performance in team activities and warm-ups every day. Student's response to discussion board posts. Student's completion of drills for kickball Degree of Competency (select one) Introduced/reinforced/mastered Reinforced</p> |
| <p>Evidence of a student's ability to demonstrate competency Create a kickball coaching philosophy Students will complete end of the year testing for one-minute sit ups, one-minute push-ups, and ten minute cardio target heart rate.</p> | <p>Differentiation Considerations: Students will respond to discussion board posts over concepts, strategies, and fundamentals. Students will teach each other abdominal routine.</p> |
| <p>Stage 3 – Learning Plan</p> | |
| <p>Learning Activities :(How is the content taught?) procedures/topics</p> <p>Students will complete warm-up activities every day. Students will complete abdominal routine and push-ups daily. Students will complete one-minute sit-up and one-minute push-up tests weekly to improve their physical fitness.</p> | |
| <p>Lesson Descriptions</p> <p>Students will go through concepts, principles, and strategies for kickball. Abdominal routines- Students will be introduced to different abdominal exercises. They will create their own program based on the FITT principle. Students will complete end of the course testing in one-minute sit-ups, one-minute push-ups, and ten minute cardio target heart rate.</p> | |