

**COURSE TITLE**

Physical Education 9-12

**LENGTH**

Three Quarters  
Grades 9- 12

**DEPARTMENT**

Health / Physical Education

**SCHOOL**

Rutherford High School

**DATE**

September 10, 2018

**Initial BOE Approval Date (Born on): 8/17/2015**

## Physical Education 9-12

### I. Introduction/Overview/Philosophy

Our health curriculum is a comprehensive program designed to provide students with the knowledge, life skills and thinking skills they need to achieve good health.

### II. Objectives

#### ***Course Outline:***

Activities/offerings listed are designed to accomplish New Jersey Student Learning Standards. Activities are based on consideration of class size and facility availability. Unit activities include but are not limited to:

- Aerobics
- Agility training
- Bat and ball games
- Basketball
- BOSU training
- Bowling
- Cardiovascular fitness
- Circuit training
- Fitness
- Golf
- Lifetime activities
- Movement activities, rhythm and dance
- Power walking
- Racquet sports
- Rope jumping
- Scooter activities
- Skating
- Speed ball
- Strength training
- Touch football
- Ultimate activities
- Volleyball
- Weight training
- Yoga

#### ***Student Outcomes:***

As a result of participation in each unit, the student will be able to:

- Demonstrate and apply knowledge of the rules, regulations, and safety procedures.
- Develop and demonstrate basic skills necessary for active participation.
- Develop and understand strategy for beginner and advanced play.
- Understand the origins, history, and etiquette of the activity.
- Demonstrate self-management skills.
- Analyze biomechanical principles to learn, assess, refine, and combine movement skills used in activities.
- Understand and apply the principles of physiology, kinesiology, and psychology to improve personal performance in activities.
- Form positive attitudes toward physical activity.
- Understand the activity in relation to maintaining good health.
- Identify career options associated with the activity.

### ***New Jersey Student Learning Standards***

#### Comprehensive Health and Physical Education

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

##### A. Personal Growth and Development

2.1.12.A.1 - Analyze the role of personal responsibility in maintaining and enhancing personal, family, community, and global wellness.

2.1.12.A.2 - Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

##### B. Nutrition

2.1.12.B.1 - Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

2.1.12.B.2 - Compare and contrast the dietary trends and eating habits of adolescents and young adults in the United States and other countries.

2.1.12.B.3 - Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

##### C. Diseases and Health Conditions

2.1.12.C.1 - Determine diseases and health conditions that may occur during one's lifespan and identify prevention and treatment strategies.

2.1.12.C.2 - Develop strategies that will impact local, state, national, and international public health efforts to prevent and control diseases and health conditions.

2.1.12.C.3 - Determine the emotional, social, and financial impact of mental illness on the family, community, and state.

2.1.12.C.4 - Relate advances in medicine and technology to the diagnosis and treatment of mental illness.

##### D. Safety

2.1.12.D.1 - Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

2.1.12.D.2 - Explain ways to protect against abuse and all forms of assault and what to do if assaulted.

2.1.12.D.3 - Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.

2.1.12.D.4 - Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

2.1.12.D.5 - Summarize New Jersey motor vehicle laws and regulations and determine their impact on health and safety (e.g., organ/tissue donation, seatbelt use, and the use of hand-held devices).

2.1.12.D.6 - Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

#### E. Social and Emotional Health

2.1.12.E.1 - Predict the short- and long-term consequences of unresolved conflicts.

2.1.12.E.2 - Analyze how new technologies (i.e. social media) may positively or negatively impact the incidence of conflict or crisis.

2.1.12.E.3 - Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

2.1.12.E.4 - Develop a personal stress management plan to improve/maintain wellness.

### **2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.**

#### A. Interpersonal Communication

2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.A.3 - Analyze the impact of technology on interpersonal communication in supporting wellness and a healthy lifestyle.

#### B. Decision-Making and Goal Setting

2.2.12.B.1 - Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

2.2.12.B.2 - Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

#### C. Character Development

2.2.12.C.1 - Analyze the impact of competition on personal character development.

2.2.12.C.2 - Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

2.2.12.C.3 - Analyze current issues facing the disability community and make recommendations to address those issues.

#### D. Advocacy and Service

2.2.12.D.1 - Plan and implement an advocacy strategy to stimulate action on a state, national, or global health issue, including but not limited to, organ/tissue donation.

#### E. Health Services and Information

2.2.12.E.1 - Analyze a variety of health products and services based on cost, availability, accessibility, benefits, and accreditation.

2.2.12.E.2 - Determine the effect of accessibility and affordability of healthcare on family, community, and global health.

### **2.3 Drugs and Medicines: All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.**

**A. Medicines**

2.3.12.A.1 - Determine the potential risks and benefits of the use of new or experimental medicines and herbal and medicinal supplements.

2.3.12.A.2 - Summarize the criteria for evaluating the effectiveness of a medicine.

2.3.12.A.3 - Relate personal abuse of prescription and over-the-counter medicines to wellness.

**B. Alcohol, Tobacco, and Other Drugs**

2.3.12.B.1 - Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

2.3.12.B.2 - Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

2.3.12.B.3 - Correlate increased alcohol use with challenges that may occur at various life stages.

2.3.12.B.4 - Correlate the use of alcohol and other drugs with incidences of date rape, sexual assault, STIs, and unintended pregnancy.

2.3.12.B.5 - Relate injected drug use to the incidence of diseases such as HIV/AIDS and hepatitis.

**C. Dependency/Addiction and Treatment**

2.3.12.C.1 - Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death.

2.3.12.C.2 - Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

2.3.12.C.3 - Analyze the societal impact of substance abuse on the individual, family, and community.

**2.4 Human Relationships and Sexuality: All students will acquire knowledge about the physical, emotional, and social aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle.****A. Relationships**

2.4.12.A.1 - Compare and contrast how family structures, values, rituals, and traditions meet basic human needs worldwide.

2.4.12.A.2 - Compare and contrast the current and historical role of life commitments, such as marriage.

2.4.12.A.3 - Analyze how personal independence, past experience, and social responsibility influence the choice of friends in high school and young adulthood.

2.4.12.A.4 - Predict how relationships may evolve over time, focusing on changes in friendships, family, dating relationships, and lifetime commitments such as marriage.

2.4.12.A.5 - Determine effective prevention and intervention strategies to address domestic or dating violence (e.g., rules of consent, warning signs of dating violence).

2.4.12.A.6 - Analyze how various technologies impact the development and maintenance of local and global interpersonal relationships.

**B. Sexuality**

2.4.12.B.1 - Predict the possible long-term effects of adolescent sex on future education, on career plans, and on the various dimensions of wellness.

2.4.12.B.2 - Evaluate information that supports abstinence from sexual activity using reliable research data.

2.4.12.B.3 - Analyze factors that influence the choice, use, and effectiveness of safer sex methods and contraception, including risk-reduction and risk-elimination strategies.

2.4.12.B.4 - Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.

2.4.12.B.5 - Relate preventative healthcare strategies of male/female reproductive systems to the prevention and treatment of disease (e.g., breast/testicular exams, Pap smear, regular STI testing, and HPV vaccine).

**C. Pregnancy and Parenting**

2.4.12.C.1 - Compare embryonic growth and fetal development in single and multiple pregnancies, including the incidence of complications and infant mortality.

2.4.12.C.2 - Analyze the relationship of an individual's lifestyle choices during pregnancy and the incidence of fetal alcohol syndrome, sudden infant death syndrome, low birth weight, premature birth, and other disabilities.

2.4.12.C.3 - Evaluate the methods and resources available to confirm pregnancy.

2.4.12.C.4 - Determine the impact of physical, social, emotional, cultural, religious, ethical, and legal issues on elective pregnancy termination.

2.4.12.C.5 - Evaluate parenting strategies used at various stages of child development based on valid sources of information.

2.4.12.C.6 - Compare the legal rights and responsibilities of adolescents with those of adults regarding pregnancy, abortion, and parenting.

2.4.12.C.7 - Analyze factors that affect the decision to become a parent.

## **2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.**

### A. Movement Skills and Concepts

2.5.12.A.1 - Explain and demonstrate ways to apply 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.3 - Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4 - Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

### 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.

### 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 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.**

### 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. (FITT and additional training principles).

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.

## **21ST CENTURY LIFE AND CAREERS**

### **CAREER READY PRACTICES**

#### **CRP1 Act as a responsible and contributing citizen and employee**

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

#### **CRP2 Apply appropriate academic and technical skills**

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

#### **CRP 3 Attend to personal health and financial well-being**

Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

#### **CRP4 Communicate clearly and effectively and with reason.**

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

#### **CRP5 Consider the environmental, social and economic impacts of decisions.**

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

#### **CRP6 Demonstrate creativity and innovation**

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

#### **CRP 7 Employ valid and reliable research strategies**

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate

the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8 Utilize critical thinking to make sense of problems and persevere in solving them**

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9 Model integrity, ethical leadership and effective management**

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10 Plan education and career paths aligned to personal goals**

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11 Use technology to enhance productivity**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

**CRP12 Work productively in teams while using cultural global competence**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

**TECHNOLOGY STANDARDS**

**STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.**

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.



8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12.C.1 - Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

8.1.12.E.1 - Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

## **TECHNOLOGY STANDARDS**

### **STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.**

A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.

8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

B. Technology and Society: Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

C. Design: The design process is a systematic approach to solving problems.

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

D. Abilities for a Technological World: The designed world is the product of a design process that provides the means to convert resources into products and systems.

8.2.12.D.1 - Design and create a prototype to solve a real-world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

E. Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

**21ST CENTURY LIFE AND CAREERS****STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION**

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

**III. Proficiency Levels**

Physical Education is offered to students at each grade level (grades 9 – 12) in the high school.

**IV. Methods of Assessment****Student Assessment**

Students will be assessed on their active participation, skills, knowledge, and fitness participation. The teacher will provide a variety of assessments including homework, tests and quizzes, and projects. In addition, the following tools may be used in student assessment:

1. Rating scales
2. Teacher observation
3. Self-evaluation
4. Rubrics
5. Personal logs
6. Skill tests

**Curriculum/Teacher Assessment**

The teacher will provide the supervisor with suggestions for change.

**V. Grouping**

The students are heterogeneously grouped in classes at the ninth & tenth grade level and the eleventh & twelfth

## **VI. Articulation/Scope & Sequence/Time Frame**

A three-quarter course is required each year (grades 9 - 12) in the high school health and physical education program.

## **VII. Resources/Materials**

Resources include but are not limited to:

- [www.aahperd.org](http://www.aahperd.org) - The Alliance for Health, Physical Education, Recreation and Dance
- [www.asep.com](http://www.asep.com) - The American Sport Education Program
- [www.americanheart.org](http://www.americanheart.org) - The American Heart Association
- [www.myplate.gov](http://www.myplate.gov) - The United States Department of Agriculture
- [www.fitnessgram.net](http://www.fitnessgram.net) - Fitnessgram

## **VIII. Suggested Activities**

A wide variety of activities address learning styles of all students. These activities include but are not limited to:

- Fitness activities
- Team games and sports
- Movement development and dance
- Cooperative learning
- Individual skill development
- Demonstration
- Individual and group projects

## **IX. Methodologies**

The following methodologies of instruction are suggested:

- Differentiation instruction
- Demonstration
- Discussion
- Individual work
- Lecture
- Group work
- Student pairing
- Individual presentation
- Technology-aided instruction

## **X. Interdisciplinary Connections**

This course incorporates life sciences, mathematics, and history, as well as health and physical education applications.

## **XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

### *Differentiation for Support (ELL, Special Education, Students at Risk)*

- Scaffolding assignments
- Equipment modifications
- Facility accommodations
- Chunking of material
- Allow for errors
- Study Guides
- Pre-teach material
- Rephrase of questions and directions
- Oral and written assignments
- Assessment review
- Focus on essential vocabulary
- Guided questioning and notetaking
- Peer editing and review
- Use of assisted technology
- Visual learning
- Small group jigsaw
- Teacher modeling
- Partner/group work
- Notebook checks
- Current events
- Online videos

### *Differentiation for Enrichment*

- More complex tasks and projects
- Higher level questioning and techniques
- Peer mentoring
- Independent extension of content based on interest
- Supplemental reading
- Independent study

- Equipment modifications
- Facility accommodations
- Real world problems and scenarios
- Student driven

## **XII. Professional Development**

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

### XIII. Curriculum Map/Pacing Guide - Grade 11/12 Physical Education

#### Grades 11/12 Physical Education

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p><b>Pickleball</b></p> <p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• Serve</li> <li>• Backhand</li> <li>• forehand</li> <li>• Rally</li> <li>• Rules &amp; Regulations</li> <li>• Game Play</li> <li>• Tournament Play</li> </ul>	<p>5 weeks</p>	<ul style="list-style-type: none"> <li>• Size of racquet</li> <li>• Study guide</li> <li>• Skill videos posted to Google Site</li> <li>• Practice hitting against a wall</li> <li>• Height of net</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<ul style="list-style-type: none"> <li>-Class discussion based upon viewing of skill videos</li> <li>-Skill Assessment (grip &amp; forehand hitting)</li> <li>-Teacher observation</li> <li>-Questioning/ Discussion</li> <li>-Peer feedback (after each skill give feedback to partner)</li> </ul>
<p><b>Volleyball</b></p> <p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• Serve</li> <li>• Rally</li> </ul>	<p>5 weeks</p>	<ul style="list-style-type: none"> <li>• Create a “mini-tournament” to challenge students</li> <li>• -Play the width of the gym to allow for successful serves over the net</li> <li>• -Allow students to practice the serve over a simulated net (line on wall the same height as net)</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> </ul>	<ul style="list-style-type: none"> <li>Discussion upon skill videos viewed at home (flipped classroom)</li> <li>-Skill Assessment (bump, serve, set)</li> </ul>

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<ul style="list-style-type: none"> <li>• Bump</li> <li>• Rules &amp; Regulations</li> <li>• Game Play</li> <li>• Tournament Play</li> </ul>		<p>line)</p>	<ul style="list-style-type: none"> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p> <p>-Written assessment</p>
<p><b>Basketball</b></p> <p>5 weeks</p> <p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• passing</li> <li>• Shooting</li> <li>• Ball control</li> <li>• Rules &amp; Regulations</li> <li>• Game Play</li> <li>• Tournament Play</li> </ul>	<p>5 weeks</p>	<ul style="list-style-type: none"> <li>• Use a junior sized basketball</li> <li>• Lower rims</li> <li>• Two dribbles &amp; pass to promote passing/ teamwork strategies</li> <li>• Weighted ball</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<p>Discussion based upon skill videos viewed at home (flipped classroom)</p> <p>-Skill Assessment (passing, shooting, lay-ups)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p> <p>-Written assessment Unit/Skill test</p>
<p>Football</p>	<p>5 weeks</p>	<ul style="list-style-type: none"> <li>• Adjust the length of the game: Increase or decrease the time according to fitness level of</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> </ul>	<p>-Class discussion based upon viewing of skill videos</p>



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<p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• pass</li> <li>• Receive</li> <li>• Rules &amp; Regulations</li> <li>• Game Play</li> <li>• Tournament Play</li> </ul>		<p>players or the time it may take them to successfully catch the ball.</p> <ul style="list-style-type: none"> <li>• Use a softer football</li> <li>• Increase the number of downs</li> <li>• Allow sideline players to pass the ball into play to create an atmosphere of maximum participation</li> </ul>	<ul style="list-style-type: none"> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<p>-Skill Assessment (chest/bounce pass, layups, dribbling)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>
<p><b>Badminton</b></p> <p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• Serve</li> <li>• Smash</li> <li>• lob</li> <li>• Rally</li> <li>• Rules &amp; Regulations</li> <li>• Game Play</li> <li>• Tournament Play</li> </ul>	<p>5 weeks</p>	<ul style="list-style-type: none"> <li>• Size of racquet</li> <li>• Size of shuttlecock</li> <li>• Study guide</li> <li>• Skill videos posted to Google Site</li> <li>• Practice hitting shorter court</li> <li>• Height of net</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<p>-Class discussion based upon viewing of skill videos</p> <p>-Skill Assessment (grip &amp; forehand hitting)</p> <p>-Teacher observation</p> <p>-Questioning/ Discussion</p> <p>-Peer feedback (after each skill give feedback to partner)</p>

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<p><b>COMPONENTS OF FITNESS</b></p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Cardiovascular Fitness</li> <li>• Muscular Strength</li> <li>• Muscular Endurance</li> <li>• Body Composition</li> </ul>	<p>Full Year (1 week throughout each quarter (5weeks))</p>	<p>Age appropriate goals are posted in Gym and on Google Sites</p> <p>-Review of skill videos prior to testing Review study guides</p> <p>-Peer tutors (allowing students to work with a partner during certain assessments)</p>	<p>2.6 (A) (Fitness and Physical Activity) Taking personal responsibility to develop and maintain the five components of physical fitness and provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.</p>	<p>collect, organize, display, and analyze individual and group performance data using applicable digital tools (e.g., cardiovascular, speed and agility, strength and fitness data) Formative Assessments, such as writing prompts, journals, and portfolios • Summative Assessments, such as quizzes, tests, and midterm and final examinations • Performance Assessments, such as projects and presentations • Technology-based Applications.</p>
<p><b>Gym Games</b></p> <p>Components of the unit, ie:</p> <ul style="list-style-type: none"> <li>• Kick ball</li> <li>• Scooter games</li> <li>• Pillow polo</li> <li>• Orchard ball</li> <li>• Wiffle ball</li> </ul>	<p>10 weeks (1-2 week units each)</p>	<ul style="list-style-type: none"> <li>• Use a colored wiffle ball for easier sight</li> <li>• -Use a larger barrel bat if needed</li> <li>• -Allow for extra attempts to strike the ball</li> <li>• -In some classes, 5 outs will be played to foster maximum participation</li> <li>• -Students can choose pitches from their own team to foster success</li> </ul>	<ul style="list-style-type: none"> <li>• 2.5 (A)</li> <li>• 2.1.12.B.1</li> <li>• 2.1.12.B.2</li> <li>• 2.5.12.A.1</li> <li>• 2.5.12.A.2</li> <li>• 2.5.12.A.4</li> <li>• 2.5.12.B.1</li> <li>• 2.5.12.B.2</li> <li>• 2.5.12.B.3</li> <li>• 2.5.12.C.1</li> <li>• 2.6.12.A.4</li> </ul>	<p>-Teacher observation</p> <p>-Swing assessment (prior to at bat)</p> <p>-Peer feedback (from pitcher to batter)</p> <p>-Class discussion based upon game play</p>

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Unit	Time Allocated	Differentiating Instruction	Standards	Assessments
<p><b>TOUCH FOOTBALL</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Pass patterns</li> <li>• Defensive skills</li> <li>• Football terminology</li> <li>• PE game rules</li> <li>• Round robin touch football tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Size of ball</li> <li>• Study guide</li> <li>• Modified written examination</li> <li>• Scoring modification</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 2.5 (B) (Strategy) Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. 2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric                             <ul style="list-style-type: none"> <li>○ Throwing</li> <li>○ Catching</li> <li>○ Pass patterns</li> <li>○ Defensive strategy</li> <li>○ Adherence to game &amp; safety rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>

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<p><b>VOLLEYBALL</b></p> <ul style="list-style-type: none"> <li>• Overhand and underhand passing</li> <li>• Underhand serve</li> <li>• Volleyball terminology</li> <li>• Volleyball game rules</li> <li>• Round robin volleyball tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Type of ball</li> <li>• Adjusted service area</li> <li>• Modified game rules</li> <li>• Study guide</li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 2.5 (B) (Strategy) Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. 2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Overhand and underhand passing</li> <li>○ Service skill</li> <li>○ Game Strategy</li> <li>○ Adherence to game and safety rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>BASKETBALL</b></p> <ul style="list-style-type: none"> <li>• Dribbling</li> <li>• Chest pass</li> <li>• Bounce pass</li> <li>• Free throw shooting technique</li> <li>• Lay-up technique</li> <li>• Defensive positioning</li> <li>• Basketball lead up games...</li> <li>• Basketball terminology</li> <li>• Round robin basketball tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Size of ball</li> <li>• Choice of activity</li> <li>• Lead up games             <ul style="list-style-type: none"> <li>○ Around the world</li> <li>○ Ultimate shooting game</li> <li>○ 21</li> <li>○ Horse</li> </ul> </li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 2.5 (B) (Strategy) Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. 2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Dribbling</li> <li>○ Passing</li> <li>○ Free throw shooting</li> <li>○ Lay-up shooting</li> <li>○ Field goal shooting</li> <li>○ Teamwork</li> <li>○ Game strategy</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>BOWLING</b></p> <ul style="list-style-type: none"> <li>• Finger placement</li> <li>• 4-step approach</li> <li>• Straight roll</li> <li>• Pin setting and ball return safety</li> <li>• Bowling terminology</li> <li>• Scorekeeping</li> <li>• Bowling match play</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Choice of ball</li> <li>• Lead up bowling activities             <ul style="list-style-type: none"> <li>○ Head pin</li> <li>○ Pocked</li> <li>○ Splits</li> <li>○ Converting Spares</li> </ul> </li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.2.5 (B) (Strategy)Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ 4 step approach</li> <li>○ Speed of roll</li> <li>○ Pin setting</li> <li>○ Score Keeping</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>PE OLYMPICS</b></p> <ul style="list-style-type: none"> <li>• Cageball 3-way volleyball</li> <li>• Scooter relay races</li> <li>• Scooter basketball</li> <li>• Scooter soccer</li> <li>• Pillow Polo</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Use of wheelchair if appropriate</li> <li>• Assignment of teammates</li> <li>• Assignment of competition (according to with ability level)</li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.2.5 (B) (Strategy)Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Serve of cageball</li> <li>○ Rotation of servers</li> <li>○ Teamwork</li> <li>○ Scooter safety regulations</li> <li>○ Following of scooter game rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Olympics Project</li> </ul>
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<p><b>ULTIMATE FRISBEE</b></p> <ul style="list-style-type: none"> <li>• Throwing and catching</li> <li>• Types of Frisbee throws</li> <li>• Offensive strategy</li> <li>• Defensive positioning</li> <li>• Ultimate Frisbee terminology</li> <li>• Ultimate Frisbee game &amp; safety rules</li> <li>• Round robin ultimate Frisbee tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Types of Frisbee throws</li> <li>• Assignment of teammates</li> <li>• Assignment of competition (according to with ability level)</li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort. 2.5 (B) (Strategy) Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. 2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Throwing/ catching technique</li> <li>○ “Spirit of the Game” self-officiating adherence</li> <li>○ Adherence to game and safety rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>SPEEDBALL</b></p> <ul style="list-style-type: none"> <li>• Soccer dribbling skills</li> <li>• Converting aerials</li> <li>• Aerial passing &amp; catching</li> <li>• Defensive positioning</li> <li>• Speedball game &amp; safety rules</li> <li>• Round robin speedball tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Assignment of teammates</li> <li>• Assignment of competition (according to with ability level)</li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.2.5 (B) (Strategy)Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Dribbling</li> <li>○ Passing</li> <li>○ Converting aerials</li> <li>○ Adherence to game and safety rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>KICKBALL</b></p> <ul style="list-style-type: none"> <li>• Baseball terminology</li> <li>• Base running rules and strategies</li> <li>• Kickball safety rules</li> <li>• Defensive positioning and strategy</li> <li>• Round robin kickball tournament</li> </ul>	<p><b>5 weeks</b></p>	<ul style="list-style-type: none"> <li>• Assignment of teammates</li> <li>• Assignment of defensive position</li> <li>• Modified written examination</li> </ul>	<p>2.5 (A) (Movement skills and concepts) Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.2.5 (B) (Strategy)Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.2.5 (C) (Sportsmanship Rules and Safety) Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction.</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Defensive positioning and strategy</li> <li>○ Base running</li> <li>○ Adhering to game and safety rules</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessment</li> </ul>
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<p><b>COMPONENTS OF FITNESS</b></p> <ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Cardiovascular Fitness</li> <li>• Muscular Strength</li> <li>• Muscular Endurance</li> <li>• Body Composition</li> </ul>	<p>Full Year (1 week throughout each quarter (5weeks))</p>	<ul style="list-style-type: none"> <li>• Varied exercise routines</li> <li>• Modification of individual exercises</li> <li>• Modified performance objectives</li> <li>• Modified written examinations</li> </ul>	<p>2.6 (A) (Fitness and Physical Activity) Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction. CRP3</p>	<p><b><i>Formative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Questioning</li> <li>• Performance rubric             <ul style="list-style-type: none"> <li>○ Daily warm up activities that include one or more of the 5 components of fitness</li> <li>○ Out of class assignments dealing with the 5 components</li> </ul> </li> </ul> <p><b><i>Summative Assessments</i></b></p> <ul style="list-style-type: none"> <li>• Written assessments</li> </ul>
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