

## Physical Education 9

Curriculum/Content Area: Physical Education	Course Length: 9 weeks
Course Title: PE 9	Date last reviewed: May 2016
Prerequisites: None	Board approval date: August 16, 2016

### Desired Results

#### Course description and purpose:

Students are introduced to a variety of physical education activities so that they may continue to develop and explore areas of interest. The five components of health-related fitness, team sports, individual and dual activities, swimming, and team building activities are explored throughout the course. In addition, students will set fitness goals, develop fitness plans, and regularly assess their progress toward fitness goals.

<p><b>Enduring Understandings (EUs):</b></p> <ol style="list-style-type: none"> <li>1. Proficient movement skills provide competency in all physical activities.</li> <li>2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.</li> <li>3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness.</li> <li>4. Demonstrating responsible and respectful behavior promotes positive personal and social success.</li> <li>5. Everyone benefits from collaboratively working towards improved health and wellness</li> <li>6. Physical activity promotes social, emotional, and physical well being of self and the community.</li> </ol>	<p><b>Essential Questions (EQs):</b></p> <ol style="list-style-type: none"> <li>1. What different ways can the body move given a specific purpose?</li> <li>2. How will you help a team be successful?</li> <li>3. What does it mean to be a good teammate?</li> <li>4. How can we move effectively and efficiently?</li> <li>5. How do you determine whether a strategy is effective?</li> <li>6. What can we do to be physically active and why is this important?</li> <li>7. Why is it important to be physically fit and how can we stay fit?</li> <li>8. How do we interact with others during physical activity?</li> <li>9. How will physical activity help us now and in the future?</li> </ol>
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### Assessment Evidence

<i>Performance assessments include but are</i>	<i>Other assessments may include:</i>
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<p><i>not limited to:</i></p> <ol style="list-style-type: none"> <li>1. FITNESSGRAM Pacer</li> <li>2. FITNESSGRAM Exercise Testing</li> <li>3. SMART Goal Setting</li> <li>4. Argumentative writing</li> <li>5. Common Unit Assessment (Rubric)</li> </ol>	<p>Classroom formative and summative assessments aligned to standards.</p>
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<p><b>Unit Title:</b> Individual Sports</p>
<p>Topics: Based on facilities available, time of the year, and student choice, potential individual sports that may be explored include:</p> <ul style="list-style-type: none"> <li>● Golf</li> <li>● Frisbee Golf</li> <li>● Archery</li> <li>● Fitness/Weightlifting</li> </ul>
<p><b>Standards:</b></p>
<p><b>WI.PE.Standard 1:</b> Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.</p> <ol style="list-style-type: none"> <li>A. Demonstrates skill development.</li> <li>B. Demonstrates advanced skill application.</li> </ol> <p><b>WI.PE.Standard 2:</b> Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</p> <ol style="list-style-type: none"> <li>A. Demonstrates cognitive understanding.</li> </ol> <p><b>WI.PE.Standard 3:</b> Participates regularly in physical activity.</p> <ol style="list-style-type: none"> <li>A. Chooses to be physically active.</li> <li>B. Sets goals for a physically active lifestyle.</li> </ol> <p><b>WI.PE. Standard 4:</b> Practices healthy behaviors that maintain or improve physical fitness.</p> <ol style="list-style-type: none"> <li>A. Assesses and manages personal health behaviors.</li> </ol> <p><b>WI.PE.Standard 5:</b> Exhibits responsible personal and social behavior that respects self and others in physical activity settings.</p> <ol style="list-style-type: none"> <li>A. Contributes to establishing a positive physical activity learning environment</li> </ol> <p><b>WI.PE.Standard 6:</b> Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p> <ol style="list-style-type: none"> <li>A. Values physical activity as part of a healthy lifestyle.</li> <li>B. Incorporates opportunities for self-expression and social interaction.</li> </ol>

**Learning Targets:**

1. I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
2. I can describe the offensive, defensive and transitional strategies needed for success in the team sport.
3. I can identify the health and skill related fitness components that impact performance in the team sport
4. I can apply correct rules and procedures in all physical activity settings.
5. I can explain the benefits of participation in a variety of activities in competitive and recreational settings.
6. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Digital Tools and Supplementary Resources:**

Heart Rate Monitors

**Unit Title:** Team Sports

Based on facilities available, time of the year, and student choice, potential team sports that may be explored include:

- Tennis
- Badminton
- Pickleball
- Volleyball
- Table Tennis
- Ultimate
- Soccer
- Basketball
- Lacrosse
- Floor Hockey
- Flag football
- Cooperative games

**Standards:**

**WI.PE.Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.
- B. Demonstrates advanced skill application.

**WI.PE.Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

B. Demonstrates cognitive understanding.

**WI.PE.Standard 3:** Participates regularly in physical activity.

A. Chooses to be physically active.

B. Sets goals for a physically active lifestyle.

**WI.PE.Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

A. Contributes to establishing a positive physical activity learning environment.

**WI.PE.Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

A. Values physical activity as part of a healthy lifestyle.

B. Incorporates opportunities for self-expression and social interaction.

**CCSS.Literacy.W.11-12.10:** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

**Learning Targets:**

1. I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
2. I can describe the offensive, defensive and transitional strategies needed for success in the team sport.
3. I can identify the health and skill related fitness components that impact performance in the team sport
4. I can apply correct rules and procedures in all physical activity settings.
5. I can explain the benefits of participation in a variety of activities in competitive and recreational settings.
6. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Digital Tools and Supplementary Resources:**

Heart Rate Monitors

**Unit Title: Aquatics and Water Safety**

Topics:

- A. Stroke refinement
- B. Swimming for fitness
- C. Water polo

**Standards:**

**WI.PE.Standard 1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

- A. Demonstrates skill development.

**WI.PE.Standard 2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

- A. Demonstrates cognitive understanding.

**WI.PE.Standard 3:** Participates regularly in physical activity.

- A. Chooses to be physically active.
- B. Sets goals for a physically active lifestyle.

**WI.PE.Standard 5:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- A. Contributes to establishing a positive physical activity learning environment.

**WI.PE.Standard 6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

- A. Values physical activity as part of a healthy lifestyle.
- B. Incorporates opportunities for self-expression and social interaction.

**Learning Targets:**

1. I can demonstrate AND explain several motor skills and movement patterns needed to perform a variety swimming strokes. .
2. I can identify the health and skill related fitness components that impact performance in swimming.
3. I can apply correct rules and procedures in all physical activity settings.
4. I can explain the benefits of participation in a variety of activities in competitive and recreational settings.
5. I can write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.