



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools
Springfield, New Jersey 07081

Physical Education
Grade 9-12

Curriculum Guide

2022

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 25, 2022



**Springfield Public Schools
Springfield, New Jersey**

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Superintendent of Schools**

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*Springfield Board of Education
PO Box 210
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"Cultivating compassionate and extraordinary learners"

Rachel Goldberg
Superintendent of Schools
(973) 376-1025

Michelle Calas
School Business Administrator/
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Resolution: School Government
Introduced By: Mr. Miller
Seconded By: Mrs. Gamarekian
Adopted: July 25, 2022

Curriculum Adoption

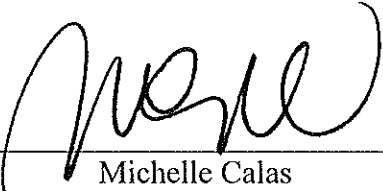
To adopt the following curriculum and courses for the 2022-2023 school year:

- Revised Comprehensive Health and Physical Education *due to new standards in CH/PE (Separate Roll Call Vote)*
 - K-12 Comprehensive Health
 - K-12 Physical Education

I, Michelle Calas, School Business Administrator/Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 25, 2022 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy therefor, as far as the same relates to the subject matter referred to said contract.

IN WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 26th of July 2022.

SEAL



Michelle Calas
School Business Administrator/Board Secretary



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9 **Unit Title:** Achieving Fitness

Unit Summary: The achieving fitness unit will provide students with experiences based on the three adventure principles. Students will be challenged by providing experiences in which they are on the brink of both success and failure, and where they both succeed and fail. They will need to take risks, in which they see the natural consequences before them of the emotional and physical challenges they confront. And lastly, they will deal with the principle of safety, in which they will be provided with an atmosphere where they can speak their minds and push themselves to their limits.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students participating in the achieving fitness program will learn about self, mind, and body in order to maintain "life fitness."

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.



Lifelong Fitness: Critical Thinking: Social/Emotional Learning:	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). 9.4.12 CT-Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. SEL.PK-12.5 -Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Enduring Understandings: Team building develops leadership skills as students complete tasks with a group.	



- Trust is an integral part of building relationships.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Learning Targets:

Students will....

- Demonstrate understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Be able to sustain elevated heart rate for the duration of the lesson.

Evidence of Learning

Summative Assessment:

Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Various Project Adventure materials

Teacher Resources: www.PA.org

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Pairs Squared	43 minutes
Lesson 2 Asteroids	43 minutes



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Lesson 3 Memory

43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

type URL here



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Pairs Squared Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Warm-up 3. The class will be divided into pairs. Pairs will connect by linking elbows. Ask each pair to “partner up” with another pair. In these groups, pairs will determine which pair will be IT first. One pair will be trying to tag its partner pair. Once tagged, the group that is IT will switch. In order to do this, the new tagger pair will spin around twice and then go try to tag their partner pair. Activity starts with walking and then	• Daily proficiencies • Teacher observation • Rubric



progresses into jogging/running.

Differentiation:

Allow for students to use the buddy system to get through the zones. Allow for additional taggers.

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Asteroids Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify	Lesson Sequence 1. Attendance 2. Warm-up 3. Each player will start with a fleece ball and will spread out in the defined playing area. This	• Daily proficiencies • Teacher observation • Rubric



movement during performance. ● Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. ● Move through unique situations and purposeful activities to provide an environment for learning.	game teaches students that they need to be honest in order for the activity to work and be fun. Each player tosses their ball into the air and lets it hit the ground to start game play. Once the ball hits the floor, students may pick up a ball to hit another student below the waist. If hit, the player must stoop down and roll away any ball they are holding. The round ends when a single player is left standing. During the second round, squatting players can pick up a ball that they can reach and rejoin in game play.	
Differentiation: Flexible grouping, Alternative assessment		
Resources Provided: ● www.PA.Org ● Achieving Fitness- An adventure activity guide		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Memory Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Deck of cards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Warm-up 3. Memory: In a large play area, spread a deck of cards out on the floor, upside down. The class will be split into partners who will stand on the opposing sides of the centerline. Partners will work together to try to find matching cards. Individuals must remain on their side of the line for the duration of the game. You may only turn over one card at a time. Once cards are turned over, partners will check if they have a match or not. If a match is made, partners will bring the cards back	• Daily proficiencies • Teacher observation • Rubric



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to their line. If not, partners will return to the line, high five and go look for another match. Game continues until all cards are matched.

Differentiation:

Flexible grouping, Alternative assessment

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education	Grade Level: 10	Unit Title: Achieving Fitness
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Unit Summary: The achieving fitness unit will provide students with experiences based on the three adventure principles. Students will be challenged by providing them with experiences in which they are on the brink of both success and failure, and where they both succeed and fail. They will need to take risks, in which they see the natural consequences before them of the emotional and physical challenges they confront. And lastly, they will deal with the principle of safety, in which they will be provided with an atmosphere where they can speak their minds and push themselves to their limits.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students participating in the achieving fitness program will learn about self, mind, and body in order to maintain "life fitness."

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts:	2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.
	2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
Physical Fitness:	2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.
Lifelong Fitness:	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying



movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Critical Thinking: 9.4.12.CT-With a growth mindset, failure is an important part of success.

Social/Emotional Learning: SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1:	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Enduring Understandings:

- Team building develops leadership skills as students complete tasks with a group.
- Trust is an integral part of building relationships.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Learning Targets:

Students will....



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- Demonstrate understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Be able to sustain elevated heart rate for the duration of the lesson.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%

Skills Test = 10%

Equipment Needed: Project Adventure materials

Teacher Resources: www.PA.org

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Maestro	43 minutes/1 class period
Lesson 2 Triangle Tag	43 minutes/1 class period
Lesson 3 Cardio Blob Tag	43 minutes/1 class period

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Maestro Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: dance poster

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Warm-up 3. The teacher will have a poster, which consists of X's and O's. X will mean to jump and clap, O means to squat and gently slap open hands on the floor. If there is a --, students will pause. Students will attempt to follow the music sheet in order to complete the pattern. The poster may be turned in various directions to change the dance.	• Daily proficiencies • Teacher observation • Rubric
Differentiation: Allow for students to use the buddy system to get through the zones. Allow for additional taggers.		



Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Triangle Tag Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: ● Apply a variety of mental strategies to improve performance. ● Use internal and external information to modify movement during performance. ● Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. ● Move through unique situations and purposeful activities to	Lesson Sequence 1. Attendance 2. Warm-up 3. The class will be split into teams of four. One person on the team will be IT, while the other three members hold hands in a circle. In the group of 3 holding hands, one person will be the designated person that needs to be protected. The triangle will attempt to move around so that they are	● Daily proficiencies ● Teacher observation ● Rubric



provide an environment for learning.	protecting the designated player.	
Differentiation: Flexible grouping, Alternative assessment		
Resources Provided: • www.PA.Org • Achieving Fitness- An adventure activity guide		

Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Cardio Blob Tag
		Time Frame:	43 minutes/1 class period
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness/Anatomy			
Integration of Technology: Rules and regulations posted on OnCourse			
Equipment Needed: Project Adventure materials			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using	Lesson Sequence 1. Attendance 2. Warm-up 3. Cardio Blob Tag: One person will begin as the blob and the game will end when everyone has been consumed by the blob. Point out the boundaries of the game. The first blob member can	• Daily proficiencies • Teacher observation • Rubric



appropriate and effective offensive, defensive, and cooperative strategies. Move through unique situations and purposeful activities to provide an environment for learning.	tag any other player with a noodle as long as the tag is below the shoulders. Once tagged, the player will join hands with the blob. The ends of the blob will have noodles to tag with.	
Differentiation: Flexible grouping, Alternative assessment		
Resources Provided: - www.PA.Org - Achieving Fitness- An adventure activity guide		

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and	X		



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co-learner during the teaching and learning process			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 11 **Unit Title:** Achieving Fitness

Unit Summary: The achieving fitness unit will provide students with experiences based on the three adventure principles. Students will be challenged by providing them with experiences in which they are on the brink of both success and failure, and where they both succeed and fail. They will need to take risks, in which they see the natural consequences before them of the emotional and physical challenges they confront. And lastly, they will deal with the principle of safety, in which they will be provided with an atmosphere where they can speak their minds and push themselves to their limits.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students participating in the achieving fitness program will learn about self, mind, and body in order to maintain "life fitness."

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts:	2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.
	2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
Physical Fitness:	2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.
Lifelong Fitness:	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



Critical Thinking: martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
 9.4.12 CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Social/Emotional Learning: SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a)
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Enduring Understandings:

- Team building develops leadership skills as students complete tasks with a group.
- Trust is an integral part of building relationships.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.



Unit Learning Targets:

Students will....

- Demonstrate understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Be able to sustain elevated heart rate for the duration of the lesson.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%
 Skills Test = 10%

Equipment Needed: Project Adventure materials

Teacher Resources:

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Striker	43 minutes/1 class period
Lesson 2 Popper Tag	43 minutes/1 class period
Lesson 3 Yurt Work	43 minutes/1 class period

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Striker Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to	Lesson Sequence 1. Attendance 2. Warm-up 3. Remain in target heart rate for 20 minutes while engaged in a strategic team activity. 4. Have students start this activity by taking their heart rate. Goals are to stay at your target heart rate for 20 minutes and to score points for your team. 5. Points are scored by hitting a beach ball across the line of the opposing team. Begin by serving one ball and add others as game play continues. 6. The ball can only be hit with hands and arms and cannot be thrown. Play is continuous. Stop occasionally to check heart rates.	• Daily proficiencies • Teacher observation • Rubric



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provide an environment
for learning.

Differentiation: Allow for students to use the buddy system to get through the zones. Allow for additional taggers.

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Popper Tag Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Warm-up 3. Use poppers to play a tag variation that requires agility. 4. Distribute poppers to the class (one per student). Have students practice pinching the poppers. Allow time to practice a popper catch as well. 5. The challenge is to tag others by hitting them with a properly released popper on the back only! You may not tag someone who is bending over to pick up a popper. The goal is to complete 10 popper hits on the back.	• Daily proficiencies • Teacher observation • Rubric



6. Once 10 hits are made, players can leave the play area to walk laps and cheer on others.

Differentiation:

Flexible grouping, Alternative assessment

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Yurt Work Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an	Lesson Sequence 1. Work together in unison to develop balance and leg strength. 2. Students will practice Yurt squats. They will need to face one another, grasp hands, plant feet firmly and lean away from one another attempting to stay in balance. On three, lower into a squat. Attempt to complete three and then six squats in a row without losing balance. 3. Try to complete a three or four person yurt. How many squats can you do in a row? In advanced groups, students may gather around the yurt circle rope.	• Daily proficiencies • Teacher observation • Rubric



environment for learning.

4. They will need to apply equal tension to the rope all around. Slowly apply more and more tension so that everyone is leaning away from the rope with equal tension applied, with arms fully extended, body and legs straight and feet shoulder-width apart. Once in balance, attempt a squat.

Differentiation: Flexible grouping, Alternative assessment

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Unit Overview Template

Content Area: Physical Education	Grade Level: 12	Unit Title: Achieving Fitness
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Unit Summary: The achieving fitness unit will provide students with experiences based on the three adventure principles. Students will be challenged by providing them with experiences in which they are on the brink of both success and failure, and where they both succeed and fail. They will need to take risks, in which they see the natural consequences before them of the emotional and physical challenges they confront. And lastly, they will deal with the principle of safety, in which they will be provided with an atmosphere where they can speak their minds and push themselves to their limits.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving □ ICT Literacy
□ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration □ Media Literacy

Unit Rationale: Students participating in the achieving fitness program will learn about self, mind, and body in order to maintain "life fitness."

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts:	2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude. 2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
Physical Fitness:	2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.
Lifelong Fitness:	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
Critical Thinking:	



Social/Emotional Learning: 9.4.12 CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Enduring Understandings:

- Team building develops leadership skills as students complete tasks with a group.
- Trust is an integral part of building relationships.
- Physical activity provides a variety of opportunities for health, enjoyment, challenge, self-expression, and/or social interaction.

Unit Learning Targets:

Students will....

- Demonstrate understanding by using appropriate and effective offensive, defensive, and cooperative strategies.
- Be able to sustain elevated heart rate for the duration of the lesson.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.

Written Test = 10%
 Skills Test = 10%

Equipment Needed: Project Adventure materials

Teacher Resources: Type Here

- Formative Assessments:**
- Teacher Observations
 - Unit Rubric
 - Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Zone Tag	43 minutes/1 class period
Lesson 2 Extinction Tag	43 minutes/1 class period
Lesson 3 Nine Square	43 minutes/1 class period

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Zone Tag Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Warm-up 3. Zone Tag: The gym will be split into four zones, with one tagger in each zone. Everyone else will start at the far end of the gym. The goal for the class is to make it through the taggers to the other side. Each time you make it through the other side, your team scores a point. Remind students to strategize how to get through the taggers. Occasionally taggers will be switched.	• Daily proficiencies • Teacher observation • Rubric



Differentiation:

Allow for students to use the buddy system to get through the zones. Allow for additional taggers.

Resources Provided:

- www.PA.Org
- Achieving Fitness- An adventure activity guide

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Extinction Tag Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance.	Lesson Sequence 1. Attendance 2. Warm-up	• Daily proficiencies • Teacher observation • Rubric



• Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	3. Extinction Tag: Class will be split into teams of 4-5. Each team will have noodles (smaller pieces) in their team color. On “go,” teams will begin tagging one another. If you are tagged, you need to freeze and cross your arms. 4. Team members can unfreeze you by using their noodle to tap your noodle. Goal of the game is to be the last team remaining. 5. Teacher may remind students between rounds that they may want to come up with a strategy for their team.	
Differentiation: Flexible grouping, Alternative assessment		
Resources Provided: • www.PA.Org • Achieving Fitness- An adventure activity guide		

Lesson Plan 3 Template			
Content Area:	Physical Education	Lesson Title:	Nine Square
		Time Frame:	43 minutes/1 class period
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Wellness/Anatomy			
Integration of Technology: Rules and regulations posted on OnCourse			



Equipment Needed: Project Adventure materials

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Apply a variety of mental strategies to improve performance. • Use internal and external information to modify movement during performance. • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. • Move through unique situations and purposeful activities to provide an environment for learning.	Lesson Sequence 1. Attendance 2. Nine students will be standing inside the nine square game apparatus. Each student will stand inside his or her own square. 3. The person in the middle square will be the king/queen and will start the game by hitting the ball up and out of their box. You may only hit the ball 1 time when it falls into your box. 4. If the ball hits the ground in your box or if you hit the ball out of bounds, you are out. 5. When a student gets out, they will come out of their box and go to the end of the line. A new student will come into the game and everyone else will move up 1 square to fill in all empty spots. Game continues until the teacher calls time. 6. The student in the center of the 9 square is the winner.	• Daily proficiencies • Teacher observation • Rubric
Differentiation: Flexible grouping, Alternative assessment		
Resources Provided: • www.PA.Org • Achieving Fitness- An adventure activity guide		



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education	Grade Level: 9	Unit Title: Project Adventure
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Unit Summary: The project adventure unit will provide experience through activities to enhance student understanding of creating a sense of community, risk taking, creativity and leadership characteristics.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
 ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The unit will allow students to demonstrate competency in many movement forms and proficiency in a few movement forms, and apply movements of concepts and principles to the learning and development of motor skills. This unit will emphasize a physically active lifestyle, achieve and maintain health-enhancing levels of physical fitness, demonstrate understanding of and respect for differences among people in physical activity settings, and understanding that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:
Movement Skills and Concepts: 2.2.12 MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness:



Life Literacies and Key Skills	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
Social / Emotional Learning	9.4.12 CI-Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. SEL.PK.12.5- Relationship Skill
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.5.2.SEL.PK	Utilize positive communication and social skills to interact effectively with others
Unit Essential Questions: • How do you assess risks in order to make appropriate decisions? • What conditions allow you to be open to the potential outcomes, either positives or negatives, resulting from experimentation in risk environments?	



- In what ways does creativity impact your life?
- What situations or conditions enhance your creativity? Which stifles your creativity?
- What is the importance of creativity in our society?
- How do you recognize effective leadership?
- In what kind of situations do I want to lead? In what kinds of situations do I want to be led? Why?
- In what ways do my personal leadership characteristics make me an effective (ineffective) leader?
- What can I do to improve my ability to be an effective leader?

Unit Enduring Understandings:

- Students will understand the importance of trust in oneself and in others, while developing empathy, caring and tolerance for others.
- Students will understand how to work effectively within a group and improve peer relationships and the sense of personal confidence

Unit Learning Targets:

Students will.... Demonstrate an understanding of movement concepts and the use of motor skills, demonstrate responsible personal and social behavior, demonstrate the ability to use effective interpersonal skills, demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving, understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities, and demonstrate an understanding of an respect for differences.

Evidence of Learning

Summative Assessment: Journals, Tests, and Quizzes

Equipment Needed: Paper / pencil, Laptop, Physical Education Folder, Paper

Teacher Resources: Adventure Curriculum for Physical Education,
<http://www.project-adventure.org/>

Formative Assessments:

- Pre-Assessments
- Observations
- Quizzes
- Group Work
- Presentations
- Collaborative Activities
- Self-Assessments
- Peer-Assessments
- Rubrics



Lesson Plans

Lesson	Time Frame
Lesson 1 Creating Community	2- 43 minute periods
Lesson 2 Risk Taking and Creativity	2- 43 minute periods
Lesson 3 Leadership	2- 43 minute periods

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.pa.org>



Lesson Plan 1 Template

Content Area:	Physical Education	Lesson Title:	Creating Community- Zip-Zap, Bumpity, bump, bump, bump, How do you do?	Time Frame:	43 minutes/1 class period
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: OnCourse

Equipment Needed: No equipment needed

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize each persons name - Create a sense of community	Lesson Sequence Activity: Gotcha Setup: Ask the class to stand in a tight circle Procedure: 1. Ask students to put their right hand, palm facing up, in front of the stomach of the person to their right. 2. Next, ask them to take their left index finger and point it into the middle of the palm that is now in front of their own stomach. 3. Explain that on the count of three they have two tasks: To catch the	Discussion Questions - How did the class manage the chaos of the three activities? - What is enjoyable about playing for fun versus playing just to win? - How can we have fun in school while still maintaining a learning environment Journal Entry



finger in their right palm, and to keep their own index finger free.
4. Count to three. Watch students have fun with catching or missing. Then tell students that if they catch someone, they can turn to them and say, “Gotcha!”

5. After a few rounds, you may ask different students to count to three. You may also want to point out the simple rule of “no cupping,” which involves not allowing people to cup their hand in order to have a better chance to catch the finger in their palm.

Activity: Bumpity, Bump, Bump, Bump

Setup: Gather the class in a small circle, with you standing in the middle.

Procedure:

1. Have the class practice saying “Bumpity bump bump bump” as quickly as they can.
2. Explain that you will be pointing to someone in the circle and saying either “left” or “right,” immediately followed by “Bumpity bump bump bump.” The person that you point to must respond by saying the correct name of his or her neighbor on the side that you have designated before you finish saying “Bumpity bump bump bump.” If this isn’t done, that player must then go to the middle. If they do get it in time, you stay in the middle.
3. In addition to “Left” and “Right,” you can add “You” and “Me,” requiring players to say either their own name or your name. You can also come up with other creative variations.



Activity: Zip-Zap

Set-up: Keep your group in a circle with one person in the middle.

Procedure:

1. Explain to the group that the middle person will be pointing with both hands clasped together and all fingers pointing forward at someone around the circle. The person pointing will yell, “Zip” when he points to a person.

2. When pointed to, the person on the circle is to duck, while the students on either side of him immediately point over the ducking student at each other yelling “zap.” By ducking in time, and having an appropriate “zap” take place, everyone avoids the lightning.

3. If the middle person gets zapped by not ducking quickly enough, they go to the center. If an end person gets zapped by not zapping back quickly enough, they go to the center of the circle. If everyone performed correctly, then the middle person continues the round until they get someone out.

4. The middle-person is supposed to keep the pace of this game fast to make it more fun for the participants.

Activity: How do you do?

Set-up: Keep your group in a circle with one person in the middle.

Procedure:

1. The middle person approaches someone in the circle, looks him or her in the eye, shakes his or her hand, and says “How do you do?” The person who is approached



answers “Fine, thanks!” They repeat this three times.

2. After the third handshake, the pair splits, one running one direction around the circle, the other running the opposite direction.

3. They will meet again about halfway around. When they do, they stop, shake hands, and say “How do you do?” and “Fine, thanks!” one time.

4. Next they race back to the original starting point. Whoever arrives last, goes back into the middle of the circle.

5. While the runners are moving around the circle, the other participants can extend their hands whenever they would like, which **REQUIRES** the runner to stop, make eye contact with them, shake and say “How do you do?” This incorporates everyone into the game, and slows down the outside runner.

Differentiation:

Flexible grouping and goal setting

Resources Provided:

- www.pa.org



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Creating Community - Create a Full Value Contract	Time Frame: 43 minutes/1 class period
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy, English/Writing Research

Integration of Technology: OnCourse

Equipment Needed: Flip chart paper, markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of a Full Value Contract - Develop their group's Full Value Contract - Demonstrate behaviors consistent with the Full Value Contract - Apply techniques for maintaining the Full Value Contract	Lesson Sequence Activity: Creating a Full Value Contract Setup: Arrange students in even groups, then give them markers and flip chart paper Procedure: 1. Begin the lesson with a discussion about a full value contract, and some of the words that might be used to describe a FVC for this year. They are: Be present; Pay attention; Speak your truth; Be open to outcomes; Create a safe environment. 2. Ask each group to draw a house	Discussion Questions: - Is everyone willing to follow this as our FVC? - Journal entry



3. Inside the house, students are to write the key words to describe their FVC.
4. On the outside of the house they can write words that represent things they do not want to see occur or be a part of their FVC.
5. When each group is done, have them report out to the rest of the class what they have drawn.
6. Discuss differences between the two contracts. The class should come to an agreement about which concepts they can all agree on.
7. Ask a small group to volunteer to draw one house for the entire class. Once the new version of the house is complete, be sure to give the class time to see it and “vote in” their agreement to embrace this contract. Make any edits if necessary.

Differentiation:

Flexible grouping and goal setting

Resources Provided:

- <http://www.project-adventure.org/>



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Risk Taking – Pitfall (Minefield) Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy, Health

Integration of Technology: OnCourse

Equipment Needed: Miscellaneous objects, “throwables,” chairs or other large objects, blindfolds, raw eggs, squeaky toys, mousetrap

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify the difference between perceived and actual risks - Recognize the relationship between risk taking and the FVC	Lesson Sequence Setup: Mark a large rectangle on the ground. Add all of the above objects to the rectangle, scattered so that it is not easy to walk from one end to the other without stepping on an object. Ask the class to get into pairs. Procedure: - Show the class the variety of objects that are in the pit. Highlight the ones that have “real” consequences associated with stepping on them. - Have each pair decide who will be blindfolded.	Discussion Questions: - How did you feel being blindfolded? Was it as difficult as you perceived it would be? - Do you understand the difference between perceived and actual risks? - Is being blindfolded a real or perceived risk? Does it depend on what you are doing? - How did the class’s FVC help you take more risks in this activity?



3. The object is for all the unsighted students to successfully get from one end of the rectangle to the other without touching any objects.
4. The guide may not touch his partner
5. The guide must stay outside of the pit.
6. The class is to add up the number of touches that each person made, attempting to get as few touches as possible as a whole class.
7. If an object with “real” consequences is touched, the person who touched it must start again.
8. After the first partner is done, the pair is to have a brief discussion as to what was or was not effective about the guide’s strategy.
9. Partners change roles and repeat above.
10. Blindfolded students are to enter the rectangle simultaneously from all sides. They must exit directly across from where they entered.

- Journal Entry

Differentiation:

Flexible grouping and goal setting

Resources Provided:

- <http://www.project-adventure.org>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 10 **Unit Title:** Project Adventure

Unit Summary: The Project Adventure unit will provide experience through activities to enhance student understanding of creating a sense of community, risk taking, creativity and leadership characteristics.

Primary Interdisciplinary Connections:

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The unit will allow students to demonstrate competency in many movement forms and proficiency in a few movement forms, and apply movements of concepts and principles to the learning and development of motor skills. This unit will emphasize a physically active lifestyle, achieve and maintain health-enhancing levels of physical fitness, demonstrate understanding of and respect for differences among people in physical activity settings, and understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Life Literacies and Key Skills

9.4.12 CI-Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.

Social / Emotional Learning

12.5.SEL.PK- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.5.2.SEL.PK	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- How do you assess risks in order to make appropriate decisions?
- What conditions allow you to be open to the potential outcomes, either positives or negatives, resulting from experimentation in risk environments?
- In what ways does creativity impact your life?
- What situations or conditions enhance your creativity? Which stifles your creativity?
- What is the importance of creativity in our society?
- How do you recognize effective leadership?
- In what kind of situations do I want to lead? In what kinds of situations do I want to be led? Why?



- In what ways do my personal leadership characteristics make an effective (ineffective) leader?
- What can I do to improve my ability to be an effective leader?

Unit Enduring Understandings:

- Students will understand the importance of trust in oneself and in others, while developing empathy, caring and tolerance for others.
- Students will understand how to work effectively within a group and improve peer relationships and the sense of personal confidence.

Unit Learning Targets:

Students will.... Demonstrate an understanding of movement concepts and the use of motor skills, demonstrate responsible personal and social behavior, demonstrate the ability to use effective interpersonal skills, demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving, understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in adventure activities, and demonstrate an understanding of a respect for differences.

Evidence of Learning

Summative Assessment: Journals, tests, and quizzes.

Equipment Needed: Paper/pencil, laptops, Physical Education folder, paper

Teacher Resources: Adventure curriculum for Physical Education,
<http://www.project-adventure.org>

Formative Assessments:

- Pre-assessments
- Observations
- Quizzes
- Group work
- Presentations
- Collaborative activities
- Self-assessments
- Peer-assessments
- Rubrics

Lesson Plans

Lesson

Time Frame



Lesson 1 Everybody's it/Pro Ball	43 minutes/1 day
Lesson 2 Swat Tag/ Striker	43 minutes/1 day
Lesson 3 Moonball/Developing FVC	43 minutes/1 day
Teacher Notes:	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> www.project-adventure.org	

Lesson Plan 1 Template			
Content Area:	Physical Education	Lesson Title:	Creating Community/Full Value Everybody's It/ Pro Ball Time Frame: 1/ 43 minute period
Lesson Components			
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy			
<u>21st Century Skills</u> ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy			
Interdisciplinary Connections: Health			
Integration of Technology: OnCourse			
Equipment Needed: Three fleece balls per 20 students, four cones for boundaries.			

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a sense of community • Recognize each person by name	Lesson Sequence 1. Create a relatively small playing area, less than half the size of a basketball court	• Rubrics/Self Assessment



- Establish positive working relationships with each other

2. Say to the class, “This is a quick game to remind us about competition versus collaboration. It will give us a chance to do both at the same time! Let’s also try to learn each other’s names today.”
3. When I say “GO” everybody is IT! If you are tagged, you must squat down and wait for the round to end. If two people are tagged, you must squat down and wait for the round to end. If two people tag each other simultaneously, they are both out.
4. After one or two rounds of this, add the following rule: This time, when you are tagged, remain standing with your arms up and ready for a “high ten” from someone who is not tagged. As soon as someone “high tens” you, you are free to continue playing.
5. This variation usually does not end naturally, so you need to call time when it feels appropriate.

Discussion:

How did including the “high ten” rule change the game for you? Is it possible to be collaborative and competitive at the same time?

Pro Ball

1. Use the same boundaries as in Everybody’s it.
2. Say to students, “We have played a game similar to this. However, there are a few rule variations for you to learn.”
3. Give three students one fleece ball each
4. At a designated signal, player toss the balls into the air allowing



them to drop to the ground. The play then begins with any player picking up any ball from the floor and throwing it, attempting to hit another player below the waist.

5. However, a player must yell out the name of the person they are trying to hit before the ball hits that player. If the name is not called out in time, the hit does not count.
6. Once hit, a player stoops down and is temporarily out. If a ball is in the player's hand when he or she is hit, that ball must be rolled away.
7. To get back into the game, however, a player can watch the person who hit them. Once that person gets out, the player can begin again. If it is impossible to identify the tagger, pick another person to watch and follow the same rule.
8. The round ends when the teacher calls stop or when everyone is out (which should be impossible if people are putting themselves back in after the player they are watching gets out).

Discussion: Ask Students:

- Does everyone now know everyone else's name? (If not, be sure they do before class ends).
- How does knowing one another's names contribute to the class community?
- What are some other components of a supportive community?

Differentiation:



Flexible grouping and goal setting for students.

Resources Provided:

- Adventure Curriculum for Physical Education
- <http://www.project-adventure.org/>



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Creating Community/Full Value; Swat Tag/Striker	Time Frame: 1/43 minute period
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology: ipod/music

Equipment Needed: Two boffers, large inflatable ball for 20 students, polysports, hula hoops.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize the differences between physical and emotional risks - Establish positive working relationships with each other	Activity: Swat Tag Lesson Sequence - Ask students to get into a circle, each person standing on a spot marker. Have one student stand in the middle of the circle with a boffer. Also place a hula-hoop in the middle of the circle. - Say to students, "This is an activity that will give you many opportunities to challenge yourself and to take risks. I encourage you to support each other while these risks are	- Rubrics - Self-Assessment - Collaborative exercises



- being taken and to have fun as a community of players.”
3. The student in the middle can move freely inside the circle while he chooses a classmate to tag.
 4. Tapping someone below the knee with the boffer makes a tag. Do not try to avoid this tag.
 5. Once a classmate is tagged, the tagger in the middle races back to the hoop and drops the boffer in the hoop. At the same time, the person tagged goes into the middle.
 6. Once the boffer lands on the ground, the tagged student picks it up and attempts to hit the original tagger before she runs back to the spot vacated by the first student tagged.
 7. If the middle person successfully makes it to the vacant spot in the circle, he remains there while the tagged person takes over in the middle.
 8. If the original middle person gets tagged on the way to the circle, he remains in the middle and rule #5 above continues until he successfully gets back to the spot marker.

Discussion:

- What risks did you take during this game?
- Were the risks physical, emotional or both?
- How did the rest of the class support risk taking?

Activity: Striker



1. Separate the class into two teams. Line up with each team facing the other, about 25' apart. You may want to have an actual line for each to stand behind.
2. Say to students, "This is a chance for each team to create strategies that will enhance your performance. You are trying to score more points than the team across from you. You score a point by hitting the inflatable ball through the line of the other team."
3. The object is to hit the ball across the line of the opposing team.
4. The ball can only be hit with hands and arms, and must be struck with an open hand. It can't be thrown.
5. Play is continuous. There are no timeouts unless rule changes are being announced or a strategy session is offered.
6. When a goal is scored, play resumes immediately. The team scored upon can quickly pick up the ball and re-serve it toward the other team.

Discussion:

- What was your team's original strategy? Was it effective or not? How?
- If you changed strategies, on what did you base this change?
- Do you think the class is working well together and is ready for more challenges?



Differentiation:

Flexible grouping and goal setting for students.

Resources Provided:

- Adventure Curriculum for Physical Education
- <http://www.project-adventure.org/>



Lesson Plan 3 Template

Content Area: Physical Education	Lesson Title: Creating Community/Full Value; Moonball/Developing FVC	Time Frame: 1/ 43 minute period
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English Language Arts

Integration of Technology: OnCourse

Equipment Needed: One or two large inflatable balls such as a Moonball, Flip chart paper and markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Understand the importance of a Full Value Contract - Develop the class's FVC - Apply techniques for maintaining the FVC	Activity: Moonball/Developing FVC Lesson Sequence - Have one or two moon balls available. - Say to students, "In this problem-solving activity, I would like you to consider how you would like to be treated and how you would like to treat others in this group. By the end of class I am hoping that we will remember the general FVC but also that we will create our own version of the FVC that will be used for the rest of the unit or year."	- Rubrics - Peer-Assessment - Collaborative exercises - Full Value Contract



3. Remind students of the basic FVC:
 - a. Be Present
 - b. Pay attention
 - c. Speak your truth
 - d. Be open to outcomes
 - e. Create a safe environment
4. Ask for a volunteer to explain the first FVC: “Be present.” Do this for each bullet listed above.
5. Give students an opportunity to act in accordance with these behaviors during the Moonball activity.
6. The first level of Moonball is to have the class have as many consecutive hits as possible, keeping a Moonball in the air, with no one hitting the ball twice in a row.
7. The second level of Moonball is to ask the class to do as many consecutive hits in a row, with no one hitting the ball a second time until everyone has hit the ball at least once.

Discussion: Full Value Contract Development

1. Break the class into five groups. Assign each group one FVC statement. Ask that group to create a list of examples from the activity when that FVC statement was followed and perhaps when it was ignored. Have them write these on flip chart paper.
2. Each group reports out to the class.
3. After some discussion, ask the class if they would like to change the language of the FVC or add anything to their contract that seems important to them. This can be done in small groups or as a large class.
4. Add or delete appropriate behaviors to the contract and rewrite for the



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	class to see and use for the remainder of the unit.	
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Differentiation: Flexible grouping and goal setting for students.

Resources Provided:

- Adventure Curriculum for Physical Education
- <http://www.project-adventure.org/>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		



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Provide data to inform and adjust instruction to better meet the
 varying needs of learners

X

Curriculum Design Template

Content Area: Physical
Education

Grade Level: 10

Unit Title: Project
Adventure

Created: Katherine Salmon

Board Approved on:



Unit Overview Template

Content Area: Physical Education	Grade Level: 11	Unit Title: Project Adventure
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Unit Summary: The Project Adventure unit will provide experience through activities to enhance student understanding of creating a sense of community, risk taking/creativity and leadership characteristics.

Primary Interdisciplinary Connections:

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
 ☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The unit will allow students to demonstrate competency in many movement forms and proficiency in a few movement forms, and apply movements of concepts and principles to the learning and development of motor skills. This unit will emphasize a physically active lifestyle, achieve and maintain health-enhancing levels of physical fitness, demonstrate understanding of, and respect for differences among people in physical activity settings, and understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).	
Life Literacies and Key Skills	9.4.12 CI-Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
Social / Emotional Learning	12.3.SEL.PK- Social Awareness
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.3.3.SEL.PK	Demonstrate an understanding of the need for mutual respect when viewpoints differ
Unit Essential Questions: • How do you assess risks in order to make appropriate decisions?	



- What conditions allow you to be open to the potential outcomes, either positives or negatives, resulting from experimentation in risk environments?
- In what ways does creativity impact your life?
- What situations or conditions enhance your creativity? Which stifles your creativity?
- What is the importance of creativity in our society?
- How do you recognize effective leadership?
- In what kind of situations do I want to lead? In what kinds of situations do I want to be led? why?
- In what ways do my personal leadership characteristics make an effective (ineffective) leader?
- What can I do to improve my ability to be an effective leader?

Unit Enduring Understandings:

- Students will understand the importance of trust in oneself and in others, while developing empathy, caring and tolerance for others.
- Students will understand how to work effectively within a group and improve peer relationships and the sense of personal confidence.

Unit Learning Targets:

Students will.... Demonstrate an understanding of movement concepts and the use of motor skills, demonstrate responsible personal and social behavior, demonstrate the ability to use effective interpersonal skills, demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving, understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities, and demonstrate an understanding of, and respect for differences.

Evidence of Learning

Summative Assessment: Journals, Tests, and Quizzes

Equipment Needed: Paper/pencil, Laptop, Physical Education Folder, Paper.

Teacher Resources: Adventure Curriculum for Physical Education,
<http://www.project-adventure.org/>.

Formative Assessments:

- Pre-Assessments
- Observations
- Quizzes
- Group work
- Presentations
- Collaborative Activities
- Self-Assessments
- Peer-Assessments



- Rubrics

Lesson Plans

Lesson	Time Frame
Lesson 1 Creating Community	42 min each/ 3 days
Lesson 2 Risk Taking & Creativity	42 min each/ 3 days
Lesson 3 Leadership	42 min each/ 3 days
Teacher Notes:	
Curriculum Development Resources/Technology Resources: <i>Click the links below to access additional resources used to design this unit:</i> www.project-adventure.org	



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Creating Community: Elbow Tag	Time Frame: 42 min/1 day
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Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology: OnCourse

Equipment Needed: Cones, rope, boffer

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a sense of community. • Establish a positive working relationship with each other. • Recognize each person by name.	Lesson Sequence 1. Warm up game: Zip zap 2. Ask for a volunteer pair to split up, one person becoming "IT" and the other person to be chased. 3. All of the other paired partners should put their free elbow on their hip. 4. The person being chased can link themselves to one of the free elbows of any paired players. 5. Each time someone links to a new pair, two linked players who are left	• Do you know everyone's names by now? • How could this happen during the rest of our unit? • How can we be sure to help people instead of setting them up? • OnCourse posting survey questions.



	together should introduce themselves. 6. Each time a new pair is formed, it is important that the students in that pair introduce each other by name. 7. Have students check OnCourse for a reinforcement activity.	
Differentiation: Flexible grouping, goal-setting		
Resources Provided: • OnCourse • www.project-adventure.org		



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Creating Community: Dolphin Golf	Time Frame: 42 min/ 1 day
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology: OnCourse

Equipment Needed: Cones, rings

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Create a sense of community. • Establish a positive working relationship with each other. • Recognize each person by name.	Lesson Sequence 1. Warm-up game: Bumpity 2. Each small group will be playing a form of golf with deck rings. The goal is for players to catch and throw the rings around the course in as few strokes as possible. 3. A legal catch is one where the catcher extends one hand, fingers together and points upward. Students will quickly learn the best technique.	• Did you successfully meet your goal? • Were you able to set STAR goals on subsequent rounds? • What full value behaviors were present during the activity?



4. When the round starts, each team decides what their “par” will be.
5. Play begins with one team running to the spot where the ring should be thrown.
6. If the thrower cannot hit the target after four attempts, a new thrower takes over.
7. At the end, have each team evaluate their score.
8. Have students check OnCourse for a reinforcement activity.

Differentiation:

Flexible grouping, goal-setting

Resources Provided:

- OnCourse
- www.project-adventure.org



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Risk Taking: Protector Time Frame: 42 min/1 day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health

Integration of Technology: OnCourse

Equipment Needed: Soft “throwable” poly-spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be able to explain their personal needs in relation to taking risks. - Students will be able to assess the benefits and negative consequences of taking risks.	Lesson Sequence - Warm-up game: Gotcha - Gather the class into a circle. Place a spot marker at the feet of each person. Choose one person to be the protectee and one to be the bodyguard. This activity is done in groups of about 10-15 students. For larger classes, create multiple groups but give the directions of the activity to the entire class. - Say to students, “this is a form of tag, but one in which there are three different roles to play.	- Explain which role you enjoyed the most? Why? - What did the protector do for you in this activity? - In our lives, whom do we have to help “protect” us? - Do you have anyone whom you feel you protect? who? - How does having a protector help us take more positive risks?



Ideally, each of you should experience each of the three roles. Consider what needs you have regarding taking risks as well as what others can do to help you.”

4. Define the three roles in the game?
 - Throwers: Objective is to work together as a team to tag the protectee by throwing the ball at him or her.
 - Bodyguard: To block/deflect any “tag” attempts to the protectee.
 - Protectee: To avoid contact with the ball the bodyguard and protectee work as a team to prevent any hits from occurring.
5. Throwers must have one foot on the poly spots in order to throw, and cannot step into the circle at any time.
6. Throwers can pass the ball to anyone on their team at any time.
7. Throwers must throw at the protectee below the shoulders otherwise the “tag” does not count.
8. Protectee is considered tagged if the ball hits him or her anywhere below the shoulders on a fly. Bounce shots are not a “legal” tag.
9. Bodyguards can block the ball, but cannot throw the



- ball away from the throwers.
10. Roles will be rotated as follows: Thrower who made the “tag” becomes the protectee, protectee becomes the bodyguard, and the bodyguard becomes the thrower.
 11. Have students check OnCourse for a reinforcement activity.

Differentiation: Flexible grouping, goal-setting

Resources Provided:



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 11	Unit Title: Project Adventure
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Created: Tracey Saladino

Board Approved on:

Unit Overview Template

Content Area: Physical Education **Grade Level:** 12 **Unit Title:** Project Adventure

Unit Summary: The unit will provide examples or experiences of activities to enhance student awareness to create a sense of community, a sense of community, risk taking and creativity, and characteristics of leadership.

Primary Interdisciplinary Connections:

21st Century Themes ✕ Creativity and Innovation ✕ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ✕ Life and Career Skills ✕ Communication and Collaboration ☐ Media Literacy

Unit Rationale: The unit will demonstrate competency in many movement forms and proficiency in a few movement forms, apply movements of concepts and principles to the learning and development of motor skills, exhibit a physically active lifestyle, achieve and maintain health-enhancing level of physical fitness, demonstrate understanding of and respect for differences among people in activity settings, and understand that physical activity provides opportunities for enjoyment, challenge, self-expression and social interaction.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12 MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).
2.2.12. MSC- Individual and team execution requires interaction, respect, effort, and a positive attitude.

Physical Fitness: 2.2.12 PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also



provide opportunities for self- expression, enjoyment, and emotional satisfaction. Lifelong Fitness: 2.2.12 LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). Life Literacies and Key Skills 9.4.12 CI-Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Social / Emotional Learning 12.4.SEL.PK Responsible Decision-Making	
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness to share and learn experiences from your own and other cultures.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.



2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
12.4.1.SEL.PK	Develop, implement and model effective problem solving and critical thinking skills

Unit Essential Questions:

- How do you assess risks in order to make appropriate decisions?
- What conditions allow you to be open to the potential outcomes, either positives or negatives, resulting from experimentation in risk environments?
- In what ways does creativity impact your life?
- What situations or conditions enhance your creativity? Which stifles your creativity?
- What is the importance of creativity in our society?
- How do you recognize effective leadership?
- In what kind of situations do I want to lead? In what kinds of situations do I want to be led? Why?
- In what ways do my personal leadership characteristics make me an effective (ineffective) leader?
- What can I do to improve my ability to be an effective leader?

Unit Enduring Understandings:

- Students will understand the importance of trust in oneself and in others, while developing empathy, caring and tolerance for others.
- Students will understand how to work effectively within a group and improve peer relationships and the sense of personal confidence

Unit Learning Targets:

Students will.... Demonstrate an understanding of movement concepts and the use of motor skills, demonstrate responsible personal and social behavior, demonstrate the ability to use effective interpersonal skills, demonstrate the ability to use the decision-making skills of appropriate goal setting, risk taking and problem solving, understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in Adventure activities, and demonstrate an understanding of an respect for differences.



Evidence of Learning

Summative Assessment: Journals, Tests, and Quizzes.

Equipment Needed: Paper / pencil, Laptop, Physical Education Folder, Paper.

Teacher Resources: Adventure Curriculum for Physical Education, <http://www.project-adventure.org/>.

Formative Assessments:

- Pre-Assessments
- Observations
- Quizzes
- Group Work
- Presentations
- Collaborative Activities
- Self-Assessments
- Peer-Assessments
- Rubrics



Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Risk Taking and Creativity</i>	<i>2 / 43 minute periods</i>
Lesson 2 <i>Risk Taking and Creativity</i>	<i>2/ 43 minute periods</i>
Lesson 3 <i>Leadership</i>	<i>2/ 43 minute periods</i>

Teacher Notes:

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Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

<http://www.project-adventure.org/>



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Risk Taking and Creativity – Mousetrap Slap	Time Frame: 1/43 minute period
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English / Writing Research

Integration of Technology: OnCourse

Equipment Needed: Mousetraps, pen / pencil, paper, laptop.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Evaluate the difference between perceived and actual risks. - Experiment with taking physical and emotional risks in an Adventure setting.	Lesson Sequence Introduction: Gather the students together to demonstrate how a mousetrap operates. Show students how to set the trap and also show them how to safely release the trap. Have students partner up and give each pair their own trap. Class discussion: Teacher will say to students, “In this activity I am going to ask each of you to take a risk involving these mousetraps. As you consider what you are being asked to do, also consider what makes risk	- Group work - Self-assessment - Peer-assessment - Questioning



taking easier for you and what circumstances make taking risks more difficult. You will need to rely on your partner to do this activity safely”

Procedure: Give each pair time to practice setting and releasing the trap.

Be sure the students understand how the trigger works, the force of the spring, and where it snaps back. Remind them again how to unset the trap. To do this, flatten your hand and trap immediately. Make sure the hand goes over the entire trap, not just over the trigger end.

Have each student, with their partner, practice setting and unsetting the traps.

Ask each pair to discuss how risky this activity feels for them. What does it feel like to take a risk? Does your heart rate increase?

Announce that there is another level of risk, and trust, that they can add to this activity.

Explain that one partner will close their eyes.

The other partner will set the trap, then verbally guide the unsighted person’s hand five inches over the trap.

When the unsighted person’s full palm is completely over the trap, the sighted person says, “Go,” signaling the blinded person to unset the trap. Do this a few different times.

Students will switch roles and repeat activities. Discuss their feelings after each time.

Closure: Students will use OnCourse to answer the following questions.

When I asked you at the start of the class to consider what makes taking



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risks easier for you, what did you think about? Did losing your sight and having to trust someone else to guide you make this more difficult or easier for you? Why? Was there any “real” risk in this activity? What is the difference between real and perceived risks? Come up with a real life example, for each of you, of a real and perceived risk that you have to manage in your life.

Differentiation:

Flexible grouping, goal setting with students.

Resources Provided:

- <http://www.project-adventure.org/>



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Risking Taking and Creativity - Levitation	Time Frame: 1/43 minute period
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: English / Writing Research

Integration of Technology: OnCourse

Equipment Needed: Pencil / pen, paper, laptop.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Experiment with taking physical and emotional risks in an Adventure setting. - Explain their personal needs with respect to risk taking and the group environment. - Anticipate the benefits and negative consequences of taking risks.	Lesson Sequence Introduction: Separate the class into groups of ten students. Class discussion: Teacher will say to students, “Have all of you levitated before?” This is a chance to experience it again if you have done this in an earlier grade. However, today this is a warm-up to an even	- Group work - Peer-assessment - Self-assessment - Exit card



more advanced activity we will complete in a future lesson.

Procedure: Student volunteers will lie face up, in the group.

The rest of the group should place their hands under the volunteer's body. Someone should tend exclusively to the person's head.

Pick a leader (who will be the teacher in the first round). The leader calls out the commands for each round of the activity. The leader asks if the volunteer is ready. If the volunteer answers "yes," then the leader asks, "lifters ready?" The group responds accordingly.

When everyone is ready, on the leader's count, the group lifts the volunteer to waist level. It is important that the volunteers remain very stiff and still.

Depending on the group and the comfort level of the volunteer, he can be raised higher, even going as high as head level.

The volunteer can also ask to be turned in a 360-degree circle while being held at head height.

On the leader's count, the volunteer is then slowly lowered, with a gentle rocking motion added to the descent, until the volunteer is safely on the ground.

Have each group manage the experience.

Before anyone is allowed to go, they need to state what level of risk they are going to take; in other words, how high they would like to go and whether or not they want to be spun around.

Closure: Exit card. Students will answer the following questions on OnCourse.



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Did the class manage this activity safely?
Were you able to explain your needs before doing the activity?
How does experiencing your needs impact whether you take more or fewer risks?
When, in your life, is it important to state your personal needs regarding taking risks?

Differentiation:
Flexible Grouping.

Resources Provided:

- <http://www.project-adventure.org/>



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Leadership - 1-2-3=20 Time Frame: 1/43 minute period

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Mathematics

Integration of Technology: OnCourse

Equipment Needed: Jump ropes, pen / pencil, paper.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize leadership characteristics - Recognize leadership attributes.	Lesson Sequence Introduction: The teacher and one volunteer will hold a rope between them. Teacher and student volunteers will be turning it like a giant jump rope. Ask the class to stand on one side of the rope. Class discussion: Teacher will say to students, “Your goal is to get the entire class to the other side of this turning rope. The only way to achieve the goal is to pass through the turning rope and, as you do so, you will be trying to solve a riddle. The riddle is 1-2-3=20. In this	- Journal - Group work - Self-assessments



activity, you want to share your ideas as you try to solve the riddle.”

Procedure: The rope will start turning and people should pass through the rope once it has started turning.

The rope will continue turning as long as the group’s actions are solving the riddle.

The rope will immediately stop turning as soon as the group does anything that is solving the riddle incorrectly.

The only way to solve the riddle is to physically enter the rope. The solution exists in how your group passes through the rope.

You will receive feedback in the following manner: Whenever the rope stops turning, you will know that you are solving the riddle incorrectly, and the class should return to the starting place/position and begin again. If you pay close attention to the moment when the rope stops turning and what the group was doing just prior to the rope stopping, you will gather important information that will assist you in solving the riddle.

When the group stops, the group should stop working and analyze what happened. The group should focus on what they are doing to discover what actions are solving the riddle and what actions cause the rope to stop.

Closure: Students will use OnCourse to view the activity rubric and complete a journal entry. Students will discuss and reflect on the following questions.

What contributed to the class’s success in solving the riddle?



Did you feel free to take risks in giving new ideas or other creative solutions to solve the riddle? Why or why not?
Is it important to feel confident with new ideas? How is this important to effective leadership?
Was leadership necessary to solve this riddle? What characteristics of a leader were most important in this activity?

Differentiation:
Flexible grouping & goal setting.

Resources Provided:
• <http://www.project-adventure.org/>



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		

Curriculum Design Template

Content Area: Physical Education	Grade Level: 12	Unit Title: Project Adventure
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Created: David Steinman

Board Approved on: Type Here



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9 **Unit Title:** Wellness 9

Unit Summary: Students will be introduced to various types of equipment to target specific muscle groups to increase muscular strength and endurance.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Students will demonstrate the skills needed to perform various functional movements and create a foundation of the 5 training components to develop and maintain a healthy, active lifestyle.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC- The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Personal Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness:



2.2.12.LF-Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

2.2.12. LF- Community resources can support a lifetime of wellness to self and family members.

Creativity and Innovation:

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities

Social/Emotional Learning:

SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.



2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.
2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • What are the five health-related fitness components used to determine physical fitness? • How can the functional training principles influence one's ability to achieve his/her lifetime goals?	
Unit Enduring Understandings: • Students can improve their fitness levels within their capabilities, while performing exercises that are safe, effective and enjoyable	
Unit Learning Targets: Students will.... • Calculate Target Heart Rate (THR), Body Fat % and Body Mass Index (BMI). • Determine the five health-related fitness components. • Demonstrate safety in the weight room. • Demonstrate the ability to perform functional movements.	



Evidence of Learning

Summative Assessment: Exercise evaluation and comprehension.

Equipment Needed: Jump ropes, weight scale, dot drill, cardiovascular machines, kettlebells, boxes, resistance bands, hurdles, ladders, resistance training machines, yoga mats and medicine balls.

Teacher Resources:

www.pecentral.com, www.aahperd.org/naspe/, www.nsca.com, www.iyca.com

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Safety Rules and Guidelines in the Weight Room	43 minutes
Lesson 2 Five Health-Related Components of Fitness	43 minutes
Lesson 3 Functional Training	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.youtube.com



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Safety Rules and Guidelines in the Weight Room	Time Frame: 43 minutes
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☐ Communication and Collaboration | ☐ Media Literacy |
| | | ☐ ICT Literacy |

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops

Equipment Needed: Jump ropes, weight scale, dot drill, cardiovascular machines, kettlebells, boxes, resistance bands, hurdles, ladders, resistance training machines, yoga mats and medicine balls.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and demonstrate safety rules and guidelines using various equipment in the weight room.	Lesson Sequence - Warm-up/Stretching/Motivation - Introduction of lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment - Final summary	Daily Proficiencies



Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nasca.com
- www.iyca.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Five Health-Related Fitness Components Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops

Equipment Needed: Laptop, handouts

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the five components of health-related fitness	Lesson Sequence - Warm-up/Stretching/Motivation - Introduction to lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment - Final summary	Daily Proficiencies



Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nsca.com
- www.iyca.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Functional Training Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops

Equipment Needed: Cardiovascular machines, kettlebells, boxes, jump ropes, resistance bands, hurdles, ladders, yoga mats, dumbbells, and medicine balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify and demonstrate various functional movements.	Lesson Sequence - Warm-up/Stretching/Motivation - Introduction to lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment - Final Summary	Daily proficiencies
Differentiation:		



Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nasca.com
- www.iyca.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 10 **Unit Title:** Wellness 10

Unit Summary: Identify and demonstrate the three training principles, and perform training routines to target specific muscle groups to increase muscular strength and endurance.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: Demonstrate the skills needed to perform various functional movements. Create a foundation of the three training principles to develop and maintain a healthy, active lifestyle.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC - Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC- The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Personal Fitness: 2.2.12.PF-Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF-Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

2.2.12.LF - Community resources can support a lifetime of wellness to self and family members.

Creativity and Innovation:

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities

Social/Emotional Learning:

SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.



2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • How do you develop muscular strength and endurance? • What are the three main principles of training considered when developing a fitness program? • How do you develop a fitness program using sets and reps?	
Unit Enduring Understandings: • Students will be able to identify that frequent overload to the major muscle groups is needed to develop and maintain muscular strength and endurance. • Students will be able to identify the three principles of training (overload, progression and specificity) when developing a fitness program.	
Unit Learning Targets: Students will.... • Demonstrate safety in the weight room. • Demonstrate and incorporate the three training principles • Identify circuit training and four-day split routines. • Improve muscular strength and endurance.	



Evidence of Learning

Summative Assessment: End of unit exam, practical exam

Equipment Needed: Jump ropes, cardiovascular machines, kettlebells, resistance training machines, dumbbells, barbells, boxes, resistance bands, hurdles, ladders, yoga mats and medicine balls.

Teacher Resources: www.pecentral.com, www.aahperd.org/naspe/, www.nsca.com, www.iyca.org

Formative Assessments:

- Daily proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Training Different Muscle Groups	43 minutes
Lesson 2 The Three Training Principles	43 minutes
Lesson 3 Circuit Training and Four-Day Split Routines	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Training different muscle groups Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops, heart rate monitors

Equipment Needed: Cardiovascular training machines, kettlebells, plyo-boxes, jump ropes, resistance bands, resistance training machines, dumbbells, barbells, hurdles, ladders, yoga mats, medicine balls, heart rate monitors.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify different muscle groups	Lesson Sequence - Warm-up/Stretching /Motivation - Introduction of lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment - Final summary - Closure	Daily Proficiencies



Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe
- www.nsca.com
- www.iyca.org



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: The Three Training Principles Time Frame: 43 minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops/Heart rate monitors

Equipment Needed: Cardiovascular training machines, kettlebells, boxes, jump ropes, resistance bands, resistance training machines, dumbbells, barbells, hurdles, ladders, yoga mats, medicine balls, ropes, and heart rate monitors.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Identify the three training principles (overload, progression and specificity).	Lesson Sequence - Warm-up/Stretching /Motivation - Introduction of lesson - Teacher demonstration - Activity - Medial Summary - Evaluation/Assessment - Final summary	Daily proficiencies



- Closure

Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe
- www.nsca.com
- www.iyca.org



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Circuit Training and 4-Day Split Routines Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Laptops, heart rate monitors

Equipment Needed: Laptops, handouts, binder/notebook, cardiovascular machines, kettlebells, resistance training machines, dumbbells, barbells, boxes, jump ropes, resistance bands, hurdles, ladders, yoga mats, medicine balls, and heart rate monitors.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Demonstrate circuit training and 4-day split routines	Lesson Sequence - Warm-up/Stretching/Motivation - Introduction of lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment	Daily proficiencies



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7. Final summary
8. Closure

Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.iyca.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	



Content Area:	Physical Education	Grade Level:	11-12	Unit Title:	Wellness 11-12
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21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Standards: 2.2 Physical Wellness
9.4 Career Readiness

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martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

2.2.12.LF - Community resources can support a lifetime of wellness to self and family members.

Creativity and Innovation:

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities

Social/Emotional Learning:

SEL.PK-12.5 -Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
2.2.12.PF.4	Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).
2.2.12.PF.5	Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
2.2.12.LF.7	Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.



2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • What are the benefits of regular physical activity? • How do you design an individualized fitness program?	
Unit Enduring Understandings: • Students will design a fitness plan to develop health-related fitness. • Students will outline six steps to design an individualized plan for health-related fitness.	
Unit Learning Targets: Students will.... • Calculate Target Heart Rate (THR), Body Fat% and Body Mass Index (BMI). • Determine the five-health-related fitness components. • Create a nutrition plan. • Create a fitness routine. • Demonstrate safety in the weight room.	



Evidence of Learning

Summative Assessment: Daily proficiencies

Equipment Needed: Jump ropes, scale, resistance training machines, cardiovascular training machines, kettlebells, dumbbells, barbells, resistance bands, dot drill, handouts, heart rate monitors.

Teacher Resources: www.pecentral.com, www.aahperd.org/naspe/, www.nsca.com, www.iyca.org

Formative Assessments:

- Daily proficiencies
- Written test



Lesson Plans

Lesson	Time Frame
Lesson 1 Personal Fitness Assessment	43 minutes
Lesson 2 Assess Personal Fitness Level	43 minutes
Lesson 3 Design Personal Fitness Routine	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nsca.com
- www.iyca.org



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Personal Fitness Assessment Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Heart rate monitors, laptops, body fat % scale, body weight scale

Equipment Needed: Scale (body weight/ body fat %), laptops, THR zone chart, heart rate monitors, assessment profile card

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Test for BMI and body fat % • Calculate target heart rate and determine target heart rate zone • Determine body weight and girth measurements (optional)	Lesson Sequence 1. Warm-up/Stretching/Motivation 2. Introduction of lesson 3. Activity 4. Medial summary 5. Evaluation/Assessment 6. Final summary	• Daily proficiencies
Differentiation:		



Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nsca.com
- www.iyca.org



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Assess Personal Fitness Level Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: laptops, heart rate monitors

Equipment Needed: Cardiovascular training machines, assessment profile card, sit-n-reach, exercise mats.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine activity level (sedentary, active, or very active) - Assess fitness components: Flexibility, muscular strength, muscular endurance, cardiovascular endurance	Lesson Sequence - Warm-up/ Stretching/ Motivation - Introduction of lesson - Teacher demonstration - Activity - Medial summary - Evaluation/Assessment - Final summary	Daily proficiencies



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Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nsca.com
- www.iyca.org



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Design Personal Fitness Routine Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health/Anatomy/Physical Education

Integration of Technology: Heart rate monitors, laptops, yoga dvd

Equipment Needed: Fitness program card, cardiovascular training machines, kettlebells, plyo boxes, resistance training machines, jump ropes, resistance bands, dumbbells, barbells, hurdles, ladders, yoga mats, medicine balls, resistance training machines, heart rate monitors.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Design an individual fitness program - Self-assess to attain goals - Track progress on fitness program	Lesson Sequence 1. Warm-up/ Stretching/Motivation 2. Introduction of lesson 3. Teacher demonstration 4. Activity 5. Medial summary 6. Evaluation/ Assessment 7. Final summary	Daily proficiencies



Differentiation:

Modeling of appropriate safety techniques, cooperative partner/group learning, and assisted reading.

Resources Provided:

- www.pecentral.com
- www.aahperd.org/naspe/
- www.nsca.com
- www.iyca.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Soccer

Unit Summary: The soccer unit will introduce students to competitive soccer skills such as: dribbling, passing and shooting.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit SWBAT demonstrated the skills needed to participate in competitive soccer. To promote physical fitness through the team sport of soccer. Identify the muscles involved while performing soccer skills.

Learning Targets

Standards: 2.2 Physical Fitness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.12.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF-Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities



Life Literacies and Key Skills

12.5 SEL.PK- Relationship Skills

Social / Emotional Learning

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.5.2.SEL.PK	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- Why is dribbling, passing and shooting essential when participating in soccer?
- What muscle groups can be utilized when participating in a soccer activity?

Unit Enduring Understandings:

- How will students participating in soccer improve their dribbling, passing and shooting skills?
- How are these muscles used?



Unit Learning Targets:

Students will.... Be able to demonstrate the basic skills of soccer such as dribbling, passing and shooting by participating in activities that involve these skills.

Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Soccer balls, scrimmage vests, nets, cones.

Teacher Resources: www.pecentral.com, www.championshipproductions.com.

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill.

Lesson Plans

Lesson	Time Frame
Lesson 1 Dribbling	43 minutes
Lesson 2 Passing	43 minutes
Lesson 3 Shooting	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribbling Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, EdPuzzle, www.pecentral.com, golf for dummies.

Equipment Needed: Soccer balls, scrimmage vests, nets, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the soccer skill: dribbling by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence - Instructional Objectives - Vocabulary - Warm up - Motivation - Demonstration - Mimetic - Activity Drills - Medial Summary. - Application - Final Summary	Daily Proficiencies
Differentiation:		



Stations and skill drills based on player aptitude and ability.

Resources Provided:

- www.pecentral.com
- www.championshipproductions.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Passing Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com

Equipment Needed: Soccer balls, scrimmage vests, nets, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the soccer skill: passing by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence - Instructional Objectives - Vocabular - Warm up - Motivation - Demonstration - Mimetic - Activity Drills - Medial Summary - Application - Final Summary	Daily Proficiencies



- Students will be able to demonstrate the soccer skill: passing.

Differentiation:

Drills and practice of mechanics based on student aptitude and ability.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Shooting Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com

Equipment Needed: Soccer balls, scrimmage vests, nets, cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
- Students will: - At the end of the lesson the students will be able to demonstrate the soccer skill: shooting by participating in activities that involve this skill and will be evaluated with a summary at the end. - Students will be able to demonstrate the soccer skill: shooting.	- Instructional Objectives - Vocabulary - Warm up - Motivation - Demonstration - Mimetic - Activity Drills - Medial Summary - Application - Final Summary	Daily proficiencies
Differentiation: Drills and conditional games provide differentiation		



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Resources Provided:

- www.pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Speedball

Unit Summary: The speedball unit will utilize participation, skills, game strategy, and understanding of the rules of speedball for our goal to be achieved. Cooperative team concepts will be a focus as well as principles of training necessary to improve fitness.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit, students will be able to demonstrate the basic skills of handball/speedball such as dribbling, passing and shooting by participating in activities that involve these skills and will be evaluated at the end of the unit. Students will be able to work together for a common goal using strategy and communication.

Learning Targets

Standards: 2.2 Physical Fitness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF-Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).



Life Literacies and Key Skills

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities

Social / Emotional Learning

12.3.SEL.PK- Social Awareness

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.3.3.SEL.PK	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- Is communication essential when participating in speedball?
- What muscle groups can be utilized when playing speedball?

Unit Enduring Understandings:

- Speedball participants will elevate and sustain their heart rate.

Unit Learning Targets:



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Students will.... Be able to demonstrate the basic skills of speedball such as dribbling, passing and shooting by participating in activities that involve these skills.



Evidence of Learning

Summative Assessment: Daily proficiencies

Equipment Needed: Cones, pinnies, speedballs, goals

Teacher Resources: http://home.earthlink.net/~dmaxpeffer/sitebuildercontent/sitebuilderfiles/speedball_study_guide.pdf

Formative Assessments:

- Daily Proficiencies



Lesson Plans

Lesson	Time Frame
Lesson 1 Single point scoring techniques	43 minutes
Lesson 2 Defensive Strategies	43 minutes
Lesson 3 Modified Game Play	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Speedball- Single point scoring techniques Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: OnCourse Program

Equipment Needed: Goals, pinnies, balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the basic skills of speedball such as dribbling, passing and shooting by participating in activities that involve these skills.	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-game Closure	Daily Proficiencies
Differentiation: Controlled setting games, skills and drills with like ability participants.		
Resources Provided: www.pecentral.com		



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Defensive Strategies Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Goals, pinnies, balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the basic skills of speedball such as dribbling, passing and shooting by participating in activities that involve these skills.	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-game - Closure	Daily Proficiencies
Differentiation: Drills based on player ability to address skill levels.		



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Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Controlled Mini-game Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Health & Wellness

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Goals, pinnies, balls

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the basic skills of speedball such as dribbling, passing and shooting by participating in activities that involve these skills and will be evaluated with a quick discussion at the end. - Students will be able to participate in mini-games with conditions.	Lesson Sequence 1. Warm-up 2. Instant activity 3. Practice 4. Conditional mini-games 5. Closure	Daily proficiencies



Differentiation:

Drills and conditional games provide differentiation

Resources Provided:

- www.pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Wiffle ball

Unit Summary: The wiffle ball unit will utilize participation, skills, game strategy, and understanding of the rules of baseball for our goal to be achieved. Cooperative team concepts will be a focus as well as principles of training necessary to improve fitness.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of this unit students will be able to demonstrate the basic skills of wiffle ball, such as: catching, throwing, pitching, fielding grounders and base running and hitting. Students will be able to work together towards a common goal, using strategy and communication.

Learning Targets

Standards: 2.2 Physical Fitness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).



Life Literacies and Key Skills

9.4.12. CI - Innovative ideas or innovation can lead to career opportunities

Social / Emotional Learning

12.5.SEL.PK- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.5.2.SEL.PK	Utilize positive communication and social skills to interact effectively with others

Unit Essential Questions:

- Is problem solving essential when participating in wiffle ball?
- Is cooperative learning evident in the conditional games?
- How can participating in wiffle ball benefit one's health?

Unit Enduring Understandings:

- wiffle ball participants will elevate and sustain their heart rate, in order to sustain lifelong wellness.
- wiffle ball participants will use the cooperative learning skills learned here in others aspects of their lives.
- Students will learn physical benefits they can achieve by participating in physical activity.



Unit Learning Targets:

Students will....Be able to demonstrate the basic skills of wiffle ball, such as: catching, throwing, fielding grounders, pitching and base running, hitting and scoring by participating in activities that demand these skills.

Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Tees, wiffle balls, bases, and bats

Teacher Resources: www.pecentral.com

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill

Lesson Plans

Lesson	Time Frame
Lesson 1 Hitting	43 minutes
Lesson 2 Base Running	43 minutes
Lesson 3 Fielding Ground Balls	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Hitting Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Wellness

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: wiffle balls, bats, tees

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the skill of hitting. -Students will participate in activities that involve this skill. • Students will be able to make contact 80 percent of the time. • Students will be able to demonstrate correct form eight out of ten times.	Lesson Sequence 1. Warm-up 2. Instant activity 3. Practice 4. Conditional mini-games 5. Closure	• Students will be able to make contact with a wiffle ball off of a tee. • Students will be able to make contact eight out of ten times. • Students will be able to demonstrate correct form eight out of ten times when asked.



Differentiation:

Conditional games provide differential

Resources Provided:

- www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Base Running Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Tees, wiffle balls, bases, and bats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate the basic skill of base running. Students will participate in activities that involve this skill. - Students will be able to explain how to cut the base and tag up.	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-game - Closure	- Students will be able to cut 1st, 2nd and 3rd base on a hit 80 percent of the time. - Students will be able to demonstrate the correct form eight (8) out of ten (10) times when asked. - Students will be able run through 1st base 100



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- Students will be able to demonstrate the correct skill of tagging up.
- Students will be able to apply running through first base.

percent of the time when practicing.

Differentiation:

Student instructional activities grouped on aptitude and ability

Resources Provided:

- Pecentral.org



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Fielding Ground Balls Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Bases, wiffle balls, wiffle ball bats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate the basic skill of fielding ground balls using the fielders triangle. Students will participate in activities that involve this skill. - Demonstrate alligator technique 80 percent of the time.	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-game - Closure	- Students will be able to field a batted ground ball using triangle and funnel technique 80 percent of the time. - Students will be able to demonstrate the correct form eight out of ten times when asked.



- Demonstrate the correct skill eight out of ten times.
- Demonstrate proper funnel technique 100% of the time.

- Students will be able to get in a proper “ready position” and alligator stance 100% of the time.

Differentiation:

Student grouping based on skill drill aptitude and ability

Resources Provided:

- www.pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Golf

Unit Summary: The golf unit will introduce students to competitive golf skills such as: driving, pitching, putting and rules and regulations.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit SWBAT demonstrated the skills needed to participate in competitive golf. To promote physical fitness through the sport of golf. Identify the muscles involved while performing golf skills.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.))

Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Creativity and Innovation: 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.



2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.3.3.SEL. PK	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • Why is driving, pitching and putting essential when participating in golf? • What muscle groups can be utilized when participating in golf activities? • What rules apply in various situations?	
Unit Enduring Understandings: • Playing golf to become a lifelong leisure activity to meet individual fitness goals. • Develop golf movements to be used to benefit one's overall health.	
Unit Learning Targets: Students will....Be able to demonstrate the basic skills of golf such as driving, pitching and putting by participating in activities that involve these skills	



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Woods, Irons, Putters, Golf Balls, Golf Mats, Tee's.

Teacher Resources: [www. pecentral.com](http://www.pecentral.com), www.championshipproductions.com.

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill



Lesson Plans

Lesson	Time Frame
Lesson 1 Driving	43 minutes
Lesson 2 Pitching	43 minutes
Lesson 3 Putting	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Driving Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com, golf for dummies.

Equipment Needed: Woods, Irons, Putters, Golf Balls, Golf Mats, Tees

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the golf skill: driving by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence 1. Instructional Objectives 2. Vocabulary 3. Warm up 4. Motivation 5. Demonstration 6. Mimetic 7. Activity Drills 8. Medial Summary. 9. Application 10. Final Summary	Daily Proficiencies
Differentiation: Individual instructions without a ball focusing on mechanics for those students struggling with the skill. Ball introduction later on. More advanced students will focus on ball striking, accuracy and distance.		
Resources Provided:		



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- www.pecentral.com
- www.championshipproductions.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Pitching Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com, golf for dummies.

Equipment Needed: Woods, irons, putters, golf balls, golf mats, tees

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the golf skill: pitching by participating in activities that involve this skill and will be evaluated with a summary at the end. - Students will be able to demonstrate the golf skill: pitching.	Lesson Sequence 1. Instructional Objectives 2. Vocabulary 3. Warm up 4. Motivation 5. Demonstration 6. Mimetic 7. Activity Drills 8. Medial Summary 9. Application 10. Final Summary	Daily Proficiencies



Differentiation:

Different activities based on the player ability to work on different components of each individual's needs.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Putting Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com / golf for dummies

Equipment Needed: Woods, Irons, Putters, Golf Balls, Golf Mats, Tees

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the golf skill: putting by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence 1. Instructional Objectives 2. Vocabulary 3. Warm up 4. Motivation 5. Demonstration 6. Mimetic 7. Activity Drills 8. Medial Summary 9. Application 10. Final Summary	Daily proficiencies



- Students will be able to demonstrate the soccer skill: putting.

Differentiation:

Skill drills based on player aptitude and ability.

Resources Provided:

- www.pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Pickleball

Unit Summary: Students will: Demonstrate basic skills and rules needed to play pickleball whether it be in a competitive pickleball tournament, as a way to spend their time or as a way to keep themselves in good physical condition. Demonstrate basic grips, stance, footwork, forehand and backhand strokes, the smash, the drop shot, the clear and the technique used to serve. Apply the rules which govern a pickleball game including; scoring, strategies and proper pickleball etiquette. Demonstrate proper safety procedures, teamwork and good sportsmanship at all times.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale At the end of this unit students will have the skill and knowledge needed to participate in a pickleball game whether it be in a competitive tournament or as a leisure recreational activity. The students will understand that pickleball is a highly competitive sport and that playing it is an excellent way to keep oneself in great physical condition.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC - Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.))

Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Creativity and Innovation: 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.



CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.3.3.SEL.P K	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: - Will the students recognize the lifetime physical fitness values the game of pickleball offers them. - Will the students use pickleball as a springboard to get involved in other racquet sports such as tennis or badminton?	
Unit Enduring Understandings: - Pickleball is a lifetime athletic activity which a person can participate in. - Pickleball is an outstanding physical activity that a person can participate in to help keep themselves in great physical condition.	
Unit Learning Targets: Students will....Demonstrate the pickleball skills needed to participate in a pickleball game. Demonstrate the rules and strategies needed to participate in a pickleball game.	



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Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Pickleball equipment, nets, standards and gym space

Teacher Resources: [www. pecentral.com](http://www.pecentral.com), www.championshipproductions.com

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill

Lesson Plans

Lesson	Time Frame
Lesson 1 Basic Pickleball Strokes	43 minutes
Lesson 2 Advanced Pickleball Strokes	43 minutes
Lesson 3 Tournament Play	43 minutes

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

[www. pecentral.com](http://www.pecentral.com)



Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Basic Pickleball Strokes	Time Frame: 43 minutes/1 class period
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Lesson Components

21st Century Themes

Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy/Science

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com

Equipment Needed: Pickleball equipment, court space

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will be taught the basic skills needed to perform the basic forehand and backhand stroke. - Students will learn and be able to demonstrate the following basic skills: grip, stance, footwork, arm swing, wrist snap, weight transfer, follow through and keeping	Lesson Sequence Warm up period Teacher lecture and demonstration of the basic skills to be taught. Demonstration of the drills the class will be participating in today to help them master these skills. Students will participate in these drills to help them develop the skills being taught.	Daily Proficiencies



their eyes on the ball during contact.

Teachers will circulate around the class making corrections on technique as needed. Class will come together and review the basics of today's lesson, discussing any problems they may have encountered in mastering this skill.

Differentiation:

Teachers will spend more time with the students having a difficult time mastering this skill.

Resources Provided:

- www.pecentral.com
- www.championshipproductions.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Advanced Pickleball Strokes Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy/Science

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com

Equipment Needed: Pickleball equipment, nets and court space

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will learn and be able to demonstrate three advanced pickleball shots: the underhand, overhand clear, the underhand and overhand drop shot, and the smash. - The students will understand basic pickleball strategy as to when each of these different shots should be	Lesson Sequence Warm up period Teacher lecture and demonstration as to how to hit each of these different shots. Teacher lecture and demonstration as to when each of these shots will be most effective in a game situation. Students will break up into groups of four and practice hitting each of these three shots to each other.	Daily Proficiencies



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used during a game.

Teacher will walk around from group to group making corrections on student technique as needed. Class will come together and discuss the success and difficulties they experienced hitting each of the three shots.

Differentiation: Students with similar pickleball experience will be grouped together. Teachers will spend more time with students having difficulties mastering these skills.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: 43 minutes/5 class periods Time Frame: Tournament Play

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse, www.pecentral.com

Equipment Needed: Pickleball equipment, nets and court space

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Students will use all the skills and knowledge they have learned over the past few days and compete in one of two pickleball tournaments. - The tournaments are set up for two different skill levels.	Lesson Sequence Warm up period. Students will pick the level of tournament they wish to compete in, and pick a team mate for that tournament. Tournament play begins. Students will play games of 15 points. When a game is over the teams will report to the teacher,	Daily proficiencies



- The students can pick the level of tournament they wish to compete in.
- Students who wish not to compete in tournament play will be allowed to continue to practice their skills on a separate court.

the results will be recorded and a new game assigned. Students not participating in the tournament will continue to practice their skill on a separate court

Differentiation:

Students with different skill levels will compete in different tournaments. Students will be allowed to switch their level of tournament play as their ability improves.

Resources Provided:

- www.Pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Tennis

Unit Summary: Students will be taught the basic skills and rules needed to play tennis whether it be in a competitive tennis tournament, as a way to spend their leisure time or as a way to keep themselves in good physical condition.

Students will be taught the basic grips, forehand and backhand strokes, proper footwork, net play, serving and volleying.

Students will learn and be able to demonstrate the rules which govern a tennis match. These include tennis rules, scoring, strategies and tennis etiquette.

Students will apply/practice proper safety procedures, demonstrate teamwork and good sportsmanship at all times.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of this unit students will have the skill and knowledge needed to participate in a tennis game whether it be in a competitive tennis tournament or as a leisure time recreational activity. Students will also be made aware of the social aspects that a game like tennis offers.

The students will be informed that tennis is a lifetime activity and that playing it is a great way to keep oneself in good physical condition.

Students will realize that tennis is a sport that is played around the world at a variety of different skill levels ranging from a recreational sport to the highly competitive professional level.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.))



Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Creativity and Innovation: 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#:	Cumulative Progress Indicator (CPI):
2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.3.3.SEL. PK	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- Will the students recognize the lifetime physical fitness value the game of tennis offers them.
- Will the students understand that tennis is a highly competitive sport played around the world.
- What are the physical benefits of playing tennis?

Unit Enduring Understandings:

- Tennis is a lifetime athletic activity which a person can participate in.
- Tennis is an outstanding physical activity that a person can participate in to help keep themselves in great physical condition.



Unit Learning Targets:

Students will....

Be able to demonstrate the tennis skills needed to participate in a tennis game.

Acquire the knowledge of tennis rules and strategies needed to participate in a tennis game.

Describe the benefits to one's overall health from participating in tennis.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Tennis racquets, tennis balls and court space

Teacher Resources: [www. pecentral.com](http://www.pecentral.com)

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill

Lesson Plans

Lesson	Time Frame
Lesson 1 <i>Forehand and backhand strokes</i>	43 minutes
Lesson 2 <i>Net play</i>	43 minutes
Lesson 3 <i>Tournament play</i>	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

[www. pecentral.com](http://www.pecentral.com)



Lesson Plan 1 Template

Content Area: Phys. Ed. Lesson Title: Tennis Net Play Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Tennis racquets, tennis balls and court space.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn and demonstrate the proper way to play the net during a tennis match. - Grip to be used. - Stance and position in relationship to the net. - Where to keep the racquet while playing the net. - Hitting technique at the	Lesson Sequence - Warm up period - Teacher lecture and demonstration of playing on the net. - Teacher lecture and demonstration as to the strategies of net play. - Students will break up into groups of four and practice the skills just taught.	Daily Proficiencies



- net.
- Strategies of net play.

5. Teacher will walk around from group to group making corrections on student technique as needed.
6. Classes will come together and discuss the success and difficulties they encountered playing at the net.

Differentiation: Students who are having trouble mastering this skill will be matched with students who are very proficient. These students who have mastered this skill can then assist those who are having trouble developing this skill. Teacher will also assist those in need of assistance.

Resources Provided:

- *Pecentral.org*



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Net Play Time Frame: 43 min/ 1 class

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Tennis racquets, tennis balls and court space.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Learn and demonstrate the proper way to play the net during a tennis match. - Grip to be used. - Stance and position in relationship to the net. - Where to keep the racquet while playing the net.	Lesson Sequence - Warm up period - Teacher lecture and demonstration of playing on the net. - Teacher lecture and demonstration as to the strategies of net play. - Students will break up into groups of four and	Daily Proficiencies



- Hitting technique at the
- net.
- Strategies of net play.

- practice the skills just taught.
5. Teacher will walk around from group to group making corrections on student technique as needed.
 6. Classes will come together and discuss the success and difficulties they encountered playing at the net.

Differentiation:

Students who are having trouble mastering this skill will be matched with students who are very proficient. These students who have mastered this skill can then assist those who are having trouble developing this skill. Teacher will also assist those in need of assistance.

Resources Provided:

- Pecentral.org



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Tournament Play Time Frame: 43 min/ 1 class

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Tennis racquets, tennis balls and court space.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate all the skills and knowledge they have learned over the past a few days and compete in one of two tennis tournaments. - The tournaments are set up for two different skill levels. - The students can pick	Lesson Sequence - Warm up period. - Class is broken down into two different tennis tournaments one for advanced players and one for beginners. - Students can choose the tournament they wish to participate in.	Daily Proficiencies



- the level of tournament they wish to compete in.
- Students who wish not to compete in tournament play will be allowed to continue to practice their skills on a separate court.

4. Teachers will announce which teams will be playing on which court, Teams will play the best out of five games. When a match is over results will be recorded and a new match will be assigned.
5. Students not participating in the tournament will continue to practice their skill on a separate court.

Differentiation:

Students with different skill levels will compete in different tournaments. Students will be allowed to switch their level of tournament play as their ability improves. Students not ready to play under game conditions will continue to practice their skill on a separate court.

Resources Provided:

- www.Pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Pillo Polo

Unit Summary: The Pillo Polo unit will utilize, skills, game strategy, and understanding of the rules of Pillo Polo for our goal to be achieved. Cooperative team concepts will be a focus as well as principles of training necessary to improve fitness.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit, students will be able to demonstrate the basic skills of Pillo Polo such as dribbling, stick-handling, working within a team, passing and shooting by participating in activities that involve these skills and will be evaluated at the end of the unit. Students will be able to work together for a common goal using strategy and communication.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Physical Fitness: 2.2.8 PF - A variety of effective fitness principles applied consistently over time, enhancing personal fitness levels, performance, and health status (e.g., Frequency, Intensity, Time, Type (F.I.T.T.)

Lifelong Fitness: 2.2.8 LF - Effective Fitness principles combined with mental and emotional endurance over time will enhance performance and wellness.

Creativity and Innovation: 9.4.8 CI - Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

CPI#: **Cumulative Progress Indicator (CPI):**



2.2.8.PF.1	Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
2.2.8.PF.2	Recognize and involve others of all ability levels into a physical activity.
2.2.8.PF.3	Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
2.2.12.LF.1	Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
2.2.12.LF.4:	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12,PGD.1)
12.3.3.SEL. PK	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • Is communication essential when participating in Pillo Polo? • What muscle groups can be utilized when playing Pillo Polo?	
Unit Enduring Understandings: • Pillo Polo participants will elevate and sustain their heart rate. • Pillo Polo participants will learn how to work within a group for a common goal. • Unit Learning Targets.	
Unit Learning Targets: Students will....be able to demonstrate the basic skills of pillo polo such as dribbling, passing and shooting by participating in activities that involve these skills.	



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
 Written Test = 10%
 Skills Test = 10%

Teacher Resources: www.championshipproductions.com.
www.pecentral.com

Formative Assessments:

- Participation – engaged in the activity.
- Skill – demonstration of skills necessary to perform activity.
- Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
- Behavior – attitude, demeanor and disposition positively contributing to class activities.
- Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Dribbling/Stick Handling	43 minutes
Lesson 2 Defensive Tactics	43 minutes
Lesson 3 Controlled setting practice game	43 minutes

Teacher Notes:
 Type Here

Curriculum Development Resources/Technology Resources:
Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Dribbling Time Frame: 43 min

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / Passing DVD

Equipment Needed: Pillo Polo Sticks, foam ball, goal, nets, poly spots.

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the basic skills of pillo polo dribbling, by participating in activities that involve these skills and will be evaluated with a discussion at the end.	Lesson Sequence 1. Warm-up 2. Instant activity/Warm-up 3. Practice 4. Conditional mini-game 5. Closure	Daily Proficiencies



- Students will demonstrate proper hand grip, back, forward, follow through swing mechanics.

Differentiation:

Stations for various ability levels. Controlled setting game working on learned skills.

Resources Provided:

- www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Defensive Tactics Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / passing DVD

Equipment Needed: Pillo Polo Sticks, foam ball, goal, nets, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the basic skills of pillo polo such as defensive strategies in a controlled setting - Students will be able to demonstrate various pillo polo defensive	Lesson Sequence Instructional Objectives Vocabulary Warm up Motivation Demonstration Mimetic Activity Drills Medial Summary Application Final Summary	Daily Proficiencies



non-contact skills in
controlled drills.

Differentiation:

Drills and conditional games based on skill level and cognitive awareness.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area Physical Education Lesson Title: Controlled setting practice game Time Frame: 43 minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: OnCourse

Equipment Needed: Pillo Polo Sticks, foam ball, goal, nets, poly spots

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the basic skills of pillo polo such as dribbling, passing and shooting by participating in activities that involve these skills and will be evaluated with a quick discussion at the end.	Lesson Sequence Instructional Objectives 1. Vocabulary 2. Warm up 3. Motivation 4. Demonstration 5. Mimetic 6. Activity Drills 7. Medial Summary 8. Application 9. Final Summary	Daily Proficiencies



- Students will be able to participate in mini-games with conditions.

Differentiation:

Conditional games and drills based on player aptitude and ability.

Resources Provided:

- www.pecentral.com
- ww.championshipproductions.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Volleyball

Unit Summary: The volleyball unit will utilize skills, game strategy, and understanding of the rules of volleyball to enhance student understanding/awareness of volleyball . Cooperative team concepts will be a focus, as well as, principles of training necessary to improve fitness and achieve fitness goals.

Primary Interdisciplinary Connections:

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit, students will be able to demonstrate the basic skills of volleyball such as volleying, serving, setting and spiking. A concentration on working within a team, passing and scoring by participating in activities that involve these skills and will be evaluated at the end of the unit. Students will be able to work together for a common goal using strategy and communication.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a



Critical Thinking and Problem: Social/Emotional Learning:	healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. SEL.PK-12.5 -Relationship Skills
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
9.4.12.CT.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).



12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Enduring Understandings:

- Volleyball is a lifetime activity in which a person can participate in to help keep oneself in good physical condition.
- Cooperative behaviors and teamwork are essential in accomplishing team goals.
- Volleyball can help attain fitness goals.
- Volleyball utilizes certain muscle groups essential for fitness.

Unit Learning Targets:

Students will....

- Students will be able to demonstrate the volleyball skills needed to participate in a competitive game.
- Students will have the knowledge of the rules and strategies needed to participate in a volleyball game.
- Students will gain knowledge of how participating in volleyball can achieve fitness goals.



Evidence of Learning

Summative Assessment: Skill assessment/cognitive assessment

Equipment Needed: Volleyballs, nets

Teacher Resources: www.championshipproductions.com

Formative Assessments:

- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Bumping, Setting, and spiking	43 minutes
Lesson 2 Serving /Serving Rules	43 minutes
Lesson 3 Controlled setting game play	43 minutes

Teacher Notes:

N/A

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Bumping, Setting, and spiking Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / Passing DVD

Equipment Needed: Volleyballs, nets and standards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be able to demonstrate the basic skills necessary to play volleyball. - Students will participate in drills designed to practice/perform these skills. - Students will participate in a controlled game demonstrating skills, teamwork and implement rules	Lesson Sequence -Warm up period, teacher lecture and demonstration of the basic skills to be taught. -Demonstration of the drills the class will be participating in to help them master these skills. -Students will participate in these drills to help them develop the skills being taught. -Teacher will circulate around the class making corrections on technique as needed.	Daily Proficiencies



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	-Class will come together and review the basics of today's lesson, discussing any problems they may have encountered in mastering this skill.	
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Differentiation:

Stations for various ability levels. Controlled setting game working on learned skills.

Resources Provided: www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Serving /Serving Rules Time Time Frame: 43 minutes

Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / passing DVD

Equipment Needed: Volleyballs, nets and standards

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the proper technique used to serve in a volleyball game. • Demonstrate both the overhand and underhand serve. • Apply the rules which govern the serve.	Lesson Sequence Instructional Objectives Vocabulary Warm up Motivation Demonstration Mimetic Activity Drills Medial Summary Application Final Summary	• Daily Proficiencies



Differentiation:

Drills and conditional games based on skill level and cognitive awareness.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Controlled setting game play Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: OnCourse

Equipment Needed: balls, spot markers

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Incorporate all the skills and knowledge they have learned over the past few days into a volleyball game. - Students will focus on: - Team play, volleyball strategies and good sportsmanship.	Lesson Sequence 1. Warm up period. 2. Students will compete in a round robin volleyball tournament. Teams will consist of six to seven players per team. 3. Teacher will announce which teams will be playing on which courts. Teams will play 15 minute games. When the games	Daily Proficiencies



are over results will be recorded and new games will be assigned.
4. Student participating in the tournament will continue to practice their skill on a separate court.
5. Teacher will circulate from game to game making technique corrections and rules interpretations.

Differentiation:

Drills and conditional games based on skill level and cognitive awareness.

Resources Provided:

- www.pecentral.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Ultimate

Unit Summary: The ultimate unit will utilize participation, skills, game strategy, and understanding of the rules of ultimate frisbee for our goal to be achieved. Cooperative team concepts will be a focus as well as principles of training necessary to improve fitness.

Primary Interdisciplinary Connections:

21st Century Themes ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of this unit students will be able to demonstrate the basic skills of ultimate, such as: catching, passing, offensive, and defensive strategies. Students will be able to work together towards a common goal, using strategy and communication.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self- expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). Creativity and Innovation: 9.4.12.CI- Innovative ideas or innovation can lead to career opportunities. Critical Thinking and Problem-solving: 9.4.12.CT- Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed. Social/Emotional Learning: SEL.PK-12.5 -Relationship Skills	
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5:	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.



9.4.12.CT.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: • Is problem solving essential when participating in ultimate? • Is cooperative learning evident in the ultimate games?	
Unit Enduring Understandings: • Ultimate participants will elevate and sustain their heart rate. • Ultimate participants will use the cooperative learning skills learned here in other aspects of their lives.	
Unit Learning Targets: Students will be able to demonstrate the basic skills of ultimate, such as: catching, passing, and scoring by participating in activities that demand these skills.	



Evidence of Learning

Summative Assessment: Skill assessment/cognitive assessment

Equipment Needed: Cones, pinnies, balls, goals

Teacher Resources: Frisbee, poly spots

Formative Assessments:

- Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
- Written Test = 10%
- Skills Test = 10%

Lesson Plans

Lesson	Time Frame
Lesson 1 Forehand throw	43 minutes
Lesson 2 Backhand throw	43 minutes
Lesson 3 Clap catch	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

PEcentral.com



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Ultimate-Forehand throw Time Frame: one class

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Frisbees, cones, pinnies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will: - Be able to demonstrate the basic skill of the forehand throw. Students will participate in activities that involve these skills and will be evaluated with a discussion at the end. * Students will be able to hit a target from 10 feet away using their dominant hand for the forehand throw 80 percent of the time. - Students will be able to demonstrate the	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-game - Closure	- Students will be able to hit a target from 10 feet away using their dominant hand for the forehand throw 80 percent of the time. Students will be able to demonstrate the forehand grip 8 out of ten time when asked. - Students will be able to throw a Frisbee 100 percent of the time when practicing.



forehand grip eight out of ten times when asked. Students will be able to throw a frisbee 100 percent of the time when practicing.		
Differentiation: Conditional games based on player aptitude and ability		
Resources Provided: www.Pecentral.org		

Lesson Plan 2 Template		
Content Area: Physical Education	Lesson Title: Ultimate	Time Frame: 43 minutes
Lesson Components		
<u>21st Century Themes</u> ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☒ Health Literacy		
<u>21st Century Skills</u> ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy		
Interdisciplinary Connections: Wellness/Anatomy		
Integration of Technology: OnCourse posting of rules and regulations		
Equipment Needed: Frisbees, cones, pinnies		

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: Be able to demonstrate the basic skill of the	Lesson Sequence - Warm-up - Instant activity	Students will be able to hit a target from 10 feet



backhand throw. Students will participate in activities that involve these skills and will be evaluated with a discussion at the end. • Students will be able to hit a target from 10 feet away using their dominant hand for the forehand throw 80 percent of the time. - Students will be able to demonstrate the backhand grip eight out of ten times when asked. • Students will be able to throw a Frisbee 100 percent of the time when practicing.	3. Practice 4. Conditional mini-game 5. Closure	away using their dominant hand for the backhand throw 80 percent of the time. -Students will be able to demonstrate the backhand grip 8 out of ten times when asked. • Students will be able to throw a Frisbee 100 percent of the time when practicing.
Differentiation: Conditional games are grouped with like ability and aptitude.		
Resources Provided: • www.Pecentral.org		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Ultimate-Clap Catch Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Anatomy & Wellness

Integration of Technology: Rules and regulations will be posted on OnCourse

Equipment Needed: Frisbee, pinnies, goals

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be - Able to demonstrate the basic skill of the clap catch. Students will participate in activities that involve this skill and will be evaluated with a task, and a discussion at the end. -Students will be able catch a moving frisbee from 10 feet away using the proper	Lesson Sequence 1. Warm-up 2. Instant activity 3. Practice 4. Conditional mini- 5. game 6. Closure	- Students will be able catch a moving frisbee from 10 feet away using the proper technique of the clap 80 percent of the time. - Students will be able to demonstrate the clap catch form 8 out of ten times when asked. - Students will be able to clap and catch the Frisbee 80 percent of the time when practicing.



technique of the clap 80 percent of the time.

- Students will be able to demonstrate the clap catch form 8 out of ten times when asked.
- Students will be able to clap catch
- Frisbee 80 percent of the time when practicing.
-

Differentiation:

Mini/conditional games provide differentiation

Resources Provided:

- www.pecentral.org



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives	x		
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	x		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	x		
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education	Grade Level: 9-12	Unit Title: Basketball
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Unit Summary: The basketball unit will introduce students to competitive basketball skills such as: the dribbling, passing, catching, rebounding and shooting.

Primary Interdisciplinary Connections:

[21st Century Themes](#) **X** Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills **X** Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit SWBAT demonstrate the skills needed to participate in competitive and recreational basketball. To promote physical fitness through the team sport of basketball. Identify the muscles involved while performing basketball skills.

Learning Targets

Standards: 2.2 Physical Wellness
 9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

2.2.12.MSC-Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton,



Creativity and Innovation: martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming). Social/Emotional Learning: 9.4.12.CI.3- Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). SEL.PK-12.5 -Relationship Skills	
CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5:	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
9.4.12.CI.3	9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions:	



- Why is dribbling, passing, shooting and rebounding essential when participating in basketball?
- What muscular groups can be utilized when participating in a basketball activity?
- How does participation in basketball improve one's overall health?

Unit Enduring Understandings:

- How will students participating in basketball elevate their dribbling, passing, shooting and rebounding?
- Identify muscles used and how they are used?

Unit Learning Targets:

- Students will be able to demonstrate the basic skills of basketball such as dribbling, passing, catching, rebounding and shooting by participating in activities that involve these skills.



Evidence of Learning

- Summative Assessment:**
- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Equipment Needed: Basketball, Cones

Teacher Resources: www.championshipproductions.com.

Formative Assessments:

- Teacher Observation
- Unit Rubric
- Daily Proficiencies: Participation, Skill, Knowledge, Behavior, Effort

Lesson Plans

Lesson	Time Frame
Lesson 1 Chest Pass	43 minutes
Lesson 2 Bounce Pass	43 minutes
Lesson 3 Dribbling	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Chest Pass Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / Passing DVD

Equipment Needed: Basketball, Spot Markers, Vests

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the basketball skill: the 2 handed chest pass by participating in activities that involve this skill and will be evaluated with a summary at the end. - Students will be able to demonstrate the	Lesson Sequence Instructional Objectives Vocabulary Warm up Motivation Demonstration Mimetic Activity Drills Medial Summary Application Final Summary	Daily Proficiencies



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basketball skill: 2 handed
chest pass

Differentiation:

Stations for various ability levels.

Resources Provided:

- www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Bounce Pass Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / Passing DVD

Equipment Needed: Basketball, Spot Markers, Vests

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the basketball skill: the bounce pass by participating in activities that involve this skill and will be evaluated with a summary at the end. - Students will be able to demonstrate the	Lesson Sequence: - Instructional Objectives - Vocabulary - Warm up - Motivation - Demonstration - Mimetic - Activity Drills - Medial Summary - Application - Final Summary	Daily Proficiencies



basketball skill: the
bounce pass.

Differentiation:

Drills and conditional games based on skill level and cognitive awareness.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Dribbling Time Frame: 43 minutes

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com / dribbling DVD / study wiz

Equipment Needed: Basketball, Spot Markers, Vests

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will:- At the end of the lesson the students will be able to demonstrate the basketball skill: dribbling by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence - Instructional Objectives - Vocabulary - Warm up - Motivation - Demonstration - Mimetic - Activity Drills - Medial Summary - Applicati - Final Summary	Daily Proficiencies
Differentiation:		



Conditional games and drills based on player aptitude and ability.

Resources Provided:

- www.pecentral.com
- www.championshipproductions.com

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Archery

Unit Summary: The archery unit will introduce students to archery skills such as: drawing, shooting and scoring. Students will learn the seven steps of proper shooting in order to safely and successfully release an arrow to strike the intended target.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of the unit SWBAT demonstrate the skills needed to participate successfully in archery. To promote physical fitness through the sport of archery. Identify the muscles involved while performing archery skills.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts:

2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness:

2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy



Lifelong Fitness:

lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

9.4.12.CI- With a growth mindset, failure is an important part of success.

Creativity and Innovation:

12.5.SEL.PK- Relationship Skills

Social/Emotional Learning:

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (eg.,1.1.12prof.CR3a)
12.5.2.SEL	Utilize positive communication and social skills to interact effectively with others.



12.3.3.SEL

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- Why is drawing, shooting and scoring essential when participating in archery?
- What muscle groups can be utilized when participating in archery activities?

Unit Enduring Understandings:

- How will students participating in archery elevate their drawing, shooting and scoring skills?
- What muscles are used?

Unit Learning Targets:

Students will.... Be able to demonstrate the basic skills of archery such as drawing, shooting and scoring by participating in activities that involve these skills.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Bows, Arrows, Quivers, Targets, Net, Cones

Teacher Resources: www.pecentral.com www.shootingusa.com / NASP

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies
 - Participation – engaged in the activity.
 - Skill – demonstration of skills necessary to perform activity.
 - Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
 - Behavior – attitude, demeanor and disposition positively contributing to class activities.
 - Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Drawing	43 minutes
Lesson 2 Shooting	43 minutes
Lesson 3 Scoring	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.pecentral.com

www.shootingusa.com

National Archery in the Schools program



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Lesson Plan 1 Template

Content Area: Physical Education	Lesson Title: Drawing	Time Frame: 43 minutes/1 class period
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse
www.shootingusa.com / NASP

Equipment Needed: Bows, Arrows, Quivers, Targets, Net, Cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: At the end of the lesson the students will be able to demonstrate the archery skill: drawing by participating in activities that involve this skill and will be evaluated with a summary at the end.	Lesson Sequence 1. Warm up period Teacher introduction to the equipment used in archery. 2. Teacher lecture and demonstration of the seven steps to drawing a bow. 3. Students will break up into groups of four and practice the seven steps without a nocked arrow. 4. Teacher will walk around from group to group making corrections on student technique as needed. 5. Class will come together and discuss the success and	Daily Proficiencies



difficulties they experienced in performing the seven steps.

Differentiation:

Teacher will spend more time with the students having a difficult time mastering this skill.

Resources Provided:

- www.pecentral.com
- National Archery in the School program pamphlet.

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Shooting Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Bows, Arrows, Quivers, Targets, Net, Cones



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - At the end of the lesson the students will be able to demonstrate the archery skill: shooting by participating in activities that involve this skill and will be evaluated with a summary at the end. - Students will be able to demonstrate the archery skill: shooting.	Lesson Sequence - Warm up period - Teacher introduction on shooting mechanics and safety. - Teacher demonstration of shooting mechanics. - Students will break up into groups of four and practice shooting mechanics. - Teacher will walk around from group to group making corrections on student technique as needed. Class will come together and discuss the success and difficulties they experienced executing proper shooting mechanics.	Daily Proficiencies
Differentiation: Drills working on individual shooting skills based on ability and aptitude.		
Resources Provided: - Pecentral.org - www.shootingusa.com - NASP		



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Scoring Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Bows, Arrows, Quivers, Targets, Net, Cones

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - be able to demonstrate the archery skill: scoring by participating in activities that involve this skill and will be evaluated with a summary at the end. - be able to demonstrate the archery skill: scoring	Lesson Sequence - Warm up period. - Students will be introduced to archery scoring guides. - Students will shoot at targets implementing scoring to shots striking the target. Students will tally their score at the end of each round and total	Daily proficiencies



their score at the end of four rounds.

Differentiation:

Drills to address individual skills based on player aptitude and ability.

Resources Provided:

- www.Pecentral.org
- www.shootingusa.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	x		
Allow for student choice	x		
Provide scaffolding for acquiring targeted knowledge/skills	x		
Integrate global perspectives		x	
Integrate 21st century skills	x		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		x	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			x
Are varied to address different student learning styles and preferences	x		
Are differentiated based on student needs	x		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	x		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	x		
Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



Unit Overview Template

Content Area: Physical Education **Grade Level:** 9-12 **Unit Title:** Badminton

Unit Summary: Students will be taught the basic skills and rules needed to play badminton, whether it be in a competitive badminton tournament, as a leisure activity or fitness activity. Students will be able to demonstrate basic grips, stance, footwork, forehand and backhand strokes, the smash, the drop shot, the clear and the technique used to serve. Students will be able to demonstrate the rules governing a badminton game. These include scoring, strategies and proper badminton etiquette. Students will always practice proper safety procedures, demonstrate teamwork and good sportsmanship at all times.

Primary Interdisciplinary Connections: Wellness/Anatomy

21st Century Themes ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of this unit students will have the skill and knowledge needed to participate in a badminton game whether it is competitive badminton or as a leisure recreational activity. The students will understand that badminton is a highly competitive sport and playing it is an excellent way to keep oneself in great physical condition.

Learning Targets

Standards: 2.2 Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also



Lifelong Fitness:	provide opportunities for self-expression, enjoyment, and emotional satisfaction.
	2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).
Creativity and Innovation:	9.4.12.CI- With a growth mindset, failure is an important part of success.
Social/Emotional Learning:	12.5.SEL.PK- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).



9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (eg.,1.1.12prof.CR3a)
12.5.2.SEL. PK	Utilize positive communication and social skills to interact effectively with others
12.3.3.SEL	Demonstrate an understanding of the need for mutual respect when viewpoints differ.
Unit Essential Questions: - Will the students recognize the lifetime physical fitness value the game of badminton offers them? - Will the students understand that badminton is a highly competitive sport played around the world?	
Unit Enduring Understandings: - Badminton is a lifetime athletic activity a person can participate in. - Badminton is an outstanding physical activity that - a person can participate to help keep themselves in great physical condition. It is a game that can be played in the Olympics or in the backyard.	
Unit Learning Targets: Students will.... - Be able to demonstrate the badminton skills needed to participate in a badminton game. - Be able to use their knowledge of the rules and strategies needed to participate in a badminton game.	



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance.
 Written Test = 10%
 Skills Test = 10%

Equipment Needed: Birdies, racquets, nets

Teacher Resources: www.championshipproductions.com
www.pecentral.com

Formative Assessments:

Daily Proficiencies

- Participation – engaged in the activity.
- Skill – demonstration of skills necessary to perform activity.
- Knowledge – cognitive understanding of strategies, rules, and concepts during the activity.
- Behavior – attitude, demeanor and disposition positively contributing to class activities.
- Effort – performs up to and exceeds capabilities in order to meet intended objectives.

Lesson Plans

Lesson	Time Frame
Lesson 1 Basic Badminton Strokes	43 minutes
Lesson 2 Advanced Badminton Strokes	43 minutes
Lesson 3 Controlled setting practice game	43 minutes

Teacher Notes:

Type Here

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
[www. pecentral.com](http://www.pecentral.com)



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Basic Badminton Strokes Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com

Equipment Needed: Badminton Racquet, Nets, spot markers, birdies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Be taught the basic skills needed to perform the basic forehand and backhand stroke. - Learn and be able to demonstrate the following basic skills: grip, stance, footwork, arm swing, wrist snap, weight transfer, follow	Lesson Sequence - Warm up period - Teacher lecture and demonstration of the basic skills to be taught. - Demonstration of the drills the class will be participating in today to help them master these skills. - Students will participate in these drills to help	Daily Proficiencies



through and keeping their eyes on the shuttle.

- them develop the skills being taught.
5. Teacher will circulate around the class making corrections on technique as needed.
 6. Class will come together and review the basics of today's lesson, discussing any problems they may have encountered in mastering this skill.

Differentiation: Stations for various ability levels. Controlled setting game working on learned skills.

Resources Provided:

- www.pecentral.com



Lesson Plan 2 Template

Content Area: Physical Education	Lesson Title: Advanced Badminton Strokes	Time Frame: 43 minutes /1 class period
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|--|---|---|
| ☐ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: www.pecentral.com

Equipment Needed: Badminton Racquet, Nets, Spot Markers, birdies

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate the basic skills of badminton such as defensive strategies in a controlled setting - demonstrate various defensive non-contact skills in controlled drills.	Lesson Sequence - Warm up period - Teacher lecture and demonstration as to how to hit each of these different shots, - Teacher lecture and demonstration as to when each of these shots	Daily Proficiencies



will be most effective in a game situation.

4. Students will break up into groups of four and practice hitting each of these three shots to each other.
5. Teacher will walk around from group to group making corrections on student technique as needed.
6. Class will come together and discuss the success and difficulties they experienced hitting each of the three shots.

Differentiation:

Students with similar badminton experience will be grouped together. Teacher will spend more time with students having difficulties mastering these skills.

Resources Provided:

- www.pecentral.com



Lesson Plan 3 Template

Content Area: Physical Education Lesson Title: Controlled setting practice game Time Frame: 43 minutes/1 class day

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: OnCourse

Equipment Needed: Badminton racquets, shuttlecocks, nets

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - use all the skills and knowledge they have learned over the past few days and compete in one of two badminton tournaments . - The tournaments are set up for two different skill levels. The students can pick the level of	Lesson Sequence - Warm up period. - Students will pick the level of tournament they wish to compete in, and pick a team mate for that tournament. - Tournament play begins. Students will play games of 15 points. When a game is over the teams	Daily Proficiencies



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tournament they wish to compete in. Students who wish not to compete in tournament play will be allowed to continue to practice their skills on a separate court.

will report to the teacher, the results will be recorded and a new game assigned.

Students not participating in the tournament will continue to practice their skill on a separate court.

Differentiation:

Conditional games and drills based on player aptitude and ability.

Resources Provided:

- www.pecentral.com
- www.championshipproductions.com



Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment	X		
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		



Unit Overview Template

Content Area: Physical Education	Grade Level: 9-12	Unit Title: Softball
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Unit Summary: The Softball unit will utilize participation, skills, game strategy, and understanding of the rules to educate students in softball related experiences. Cooperative team concepts will be a focus as well as principles of training necessary to improve fitness.

Primary Interdisciplinary Connections: Wellness

21st Century Themes ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy
☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy

Unit Rationale: At the end of this unit students will be able to demonstrate the basic skills of softball, such as: catching, throwing, grounding, base running and hitting. Students will be able to work together towards a common goal, using strategy and communication.

Learning Targets

Standards: 2.2. Physical Wellness
9.4 Career Readiness

Content Statements:

Movement Skills and Concepts: 2.2.12.MSC- Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC- Individual and team execution requires interaction, respect, effort, and positive attitude.

Physical Fitness: 2.2.12.PF- Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

Lifelong Fitness: 2.2.12.LF- Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a



healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Creativity and Innovation:

9.4.12.CI- With a growth mindset, failure is an important part of success.

Social/Emotional Learning:

12.5.SEL.PK- Relationship Skills

CPI#:	Cumulative Progress Indicator (CPI):
2.2.12.MSC.1	Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickleball).
2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
2.2.12.LF.5:	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (eg.,1.1.12prof.CR3a)
12.5.2.SEL.PK	Utilize positive communication and social skills to interact effectively with others



12.3.3.SEL

Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Unit Essential Questions:

- Is problem solving essential when participating in softball?
- Is cooperative learning evident in the conditional games?
- How can softball benefit one's fitness?

Unit Enduring Understandings:

- Softball participants will elevate and sustain their heart rate, in order to sustain lifelong wellness.
- Softball participants will use the cooperative learning skills learned here in other aspects of their lives.

Unit Learning Targets:

Students will.... Be able to demonstrate the basic skills of softball, such as: catching, throwing, grounding, base running, hitting and scoring by participating in activities that demand these skills.



Evidence of Learning

Summative Assessment: Daily proficiencies = 80% - Students will receive 0-5 points daily contingent upon their performance. Students are assessed in five areas (Daily Proficiencies) to arrive at a daily evaluation of student performance. Written Test = 10% Skills Test = 10%

Equipment Needed: Gloves, softballs, bases, and bats

Teacher Resources: [www. pcentral.com](http://www.pecentral.com)

Formative Assessments:

- Teacher Observations
- Unit Rubric
- Daily Proficiencies: effort, participation, knowledge, behavior, attendance, skill

Lesson Plans

Lesson	Time Frame
Lesson 1 Hitting	43 minutes
Lesson 2 Overhand throw	43 minutes
Lesson 3 wiffle ball (rainy day)	43 minutes

Teacher Notes:

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:
[www. pcentral.com](http://www.pecentral.com)



Lesson Plan 1 Template

Content Area: Physical Education Lesson Title: Softball Hitting Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

- ☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

- ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: Incrediballs, bats, tees

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - demonstrate the skill of hitting. Students will participate in activities that involve this skill. - be able to make contact 80 percent of the time. - be able to demonstrate correct form eight out of	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini-games - Closure	- Students will be able to make contact with an incrediball off of a tee. - Students will be able to make contact eight out of ten times. - Students will be able to demonstrate correct form



ten times when asked.

eight out of ten times
when asked.

Differentiation:

Students will be provided instruction based on aptitude and ability.

Resources Provided:

- www.pecentral.com

Lesson Plan 2 Template

Content Area: Physical Education Lesson Title: Softball-Overhand Throw Time Frame: 43 minutes/1 class period

Lesson Components

21st Century Themes

Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☒ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Wellness/Anatomy

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: gloves, incrediballs



Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: • Demonstrate the basic skill of the overhand throw. Students will participate in activities that involve these skills. • Be able to hit a target from 10 feet away using their dominant hand for the overhand throw 80 percent of the time. • Demonstrate the correct form eight out of ten times when asked. • Throw 100 percent of the time when practicing.	Lesson Sequence 1. Warm-up 2. Instant activity 3. Practice 4. Conditional mini-game 5. Closure	• Students will be able to hit a target from 10 feet away using their dominant hand for the overhand throw 80 percent of the time. • Students will be able to demonstrate the correct form 8 out of ten times when asked. Students will be able to throw 100 percent of the time when practicing.
Differentiation: Individual instruction based on students level of aptitude and ability		
Resources Provided: • Pecentral.org		



Content Area: Physical Education	Lesson Title: Softball- Wiffle ball (rainy day)	Time Frame: 43 minutes/1 class period
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Lesson Components

21st Century Themes

- | | |
|---|---|
| ☐ Global Awareness | ☐ Financial, Economic, Business and Entrepreneurial Literacy |
| ☐ Civic Literacy | ☒ Health Literacy |

21st Century Skills

- | | | |
|---|---|---|
| ☒ Creativity and Innovation | ☒ Critical Thinking and Problem Solving | ☐ Information Literacy |
| ☐ Life and Career Skills | ☒ Communication and Collaboration | ☐ Media Literacy ☐ ICT Literacy |

Interdisciplinary Connections: Science

Integration of Technology: Rules and regulations posted on OnCourse

Equipment Needed: indoor bases, wiffle balls, wiffle ball bats

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate softball skills previously learned in class, and apply them to a softball activity. - Demonstrate their understanding of base running through this indoor activity. - Show their knowledge of rules and regulations during a softball activity.	Lesson Sequence - Warm-up - Instant activity - Practice - Conditional mini- - Game - Closure	- Students will be able to implement skills learned through previous lessons through actual game play. - Students will be able to demonstrate hitting from a live pitcher. All students will have the opportunity for live hitting. - Students will be able to field live balls, and use their overhand throw.



Differentiation:

Mini skill drill and games grouped by student aptitude and ability

Resources Provided:

- www.Pecentral.org

Lesson Reflection

Reflect on the lesson you have developed and rate the degree to which the lesson *Strongly*, *Moderately* or *Weakly* meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		



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Provide opportunities for student reflection and self- assessment	x		
Provide data to inform and adjust instruction to better meet the varying needs of learners	x		



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GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



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GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



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GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



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ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

- Large print textbooks
- Textbooks for at-home use
- Additional time for assignments
- A locker with adapted lock
- Review of directions
- Review sessions
- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Adaptive writing utensils
- Support auditory presentations with visuals
- Weekly or bi-weekly home-school communication
- Space for movement or breaks
- Study sheets and teacher outlines
- Extra visual and verbal cues and prompts
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of tape recorder for lectures
- Use of Interactive notebook
- Use of a scribe
- Use of computers and calculators
- Books on tape
- Graphic organizers
- Quiet corner or room to calm down and relax when anxious
- Preferential seating
- Alteration of the classroom arrangement
- Reduction of distractions
- Answers to be dictated
- Hands-on activities
- Ability to type all assignments
- Follow a routine/schedule
- Teach time management and organizational skills
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Agenda book and checklists
- Daily check-in with case manager or special education teacher
- Adjusted assignment timelines
- Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



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Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



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GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension