

Wilson Area School District Planned Course Guide

Title of planned course: Physical Education

Subject Area: Physical Education

Grade Level: 9 through 12

Course Description: The main objective of the physical education program is to motivate students to engage in physical activity in a manner that promotes health and physical well-being over one's lifetime.

Time/Credit for this Course: Half Year / 0/5 Credit

Curriculum Writing Committee: Cameron Reider, Keith DeReinzi

Curriculum Map

- August:** Rules, regulations, expectations and grading explanation
- September:** Flag Football (5 classes in 2 weeks) or choice of Physical Fitness
Team Handball (5 classes in 2 weeks) or choice of Physical Fitness
- October:** Basketball (5 classes in 2 weeks) or choice of Physical Fitness
Volleyball (5 classes in 2 weeks) or choice of Physical Fitness
- November:** Badminton/Table Tennis (5 classes in 2 weeks) or choice of Physical Fitness
Ultimate Frisbee (2/3 classes in 1 week) or choice of Physical Fitness
- December:** Ultimate Frisbee (3/2 classes in 1 week) or choice of Physical Fitness
Soccer (5 classes in 2 weeks) or choice of Physical Fitness
- January:** Matball & Dodgeball games (5 classes in 2 weeks) or choice of Physical Fitness
- Begin 2nd semester courses**
- January:** Flag Football (2/3 classes in 1 week) or choice of Physical Fitness
- February:** Flag Football (3/2 classes in 1 week) or choice of Physical Fitness
Team Handball (5 classes in 2 weeks) or choice of Physical Fitness
Basketball (2/3 classes in 1 week) or choice of Physical Fitness
- March:** Basketball (3/2 classes in 1 week) or choice of Physical Fitness
Volleyball (5 classes in 2 weeks) or choice of Physical Fitness
Badminton/Table Tennis (2/3 classes in 1 week) or choice of Physical Fitness
- April:** Badminton/Table Tennis (3/2 classes in 1 week) or choice of Physical Fitness
Ultimate Frisbee (5 classes in 2 week) or choice of Physical Fitness
- May:** Soccer (5 classes in 2 weeks) or choice of Physical Fitness
Matball & Dodgeball games (5 classes in 2 weeks) or choice of Physical Fitness
- June:** Make-up activities & Final Exams (1 week)

**Wilson Area School District
Planned Course Materials**

Course Title: Physical Education

Teacher Resources: Various online videos related to each sport/game
Online sport/game rules

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Flag Football

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply concepts and strategies of flag football
- Understand the basic pass patterns, defensive strategies of flag football
- Develop the skills of passing and receiving a football
- Demonstrate the ability to communicate within their team
- Describe the significance of this sport as it relates to life-long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration

Materials & Resources:

- Flags
- Footballs
- Cones
- <https://nflflag.com/flag-football-rules> with modifications as needed
- <https://www.youtube.com/watch?v=65MGoKD9UV4>

Assessments:

- Classroom observation
- Student performance analysis
- Student participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Team Handball

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Understand the rules and expectations of team handball.
- Identify and apply concepts and strategies of team handball.
- Demonstrate the ability to participate cooperatively through communication
- Describe the significance of this sport as it relates to life-long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Video instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration

Materials & Resources:

- Nets
- Team Handballs
- Cones
- Sashes or Pinnies
- <https://www.rulesofsport.com/sports/handball.html> with modifications as needed
- <https://www.youtube.com/watch?v=69Ap8WsenXc>

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Basketball

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply concepts and strategies of basketball
- Understand the basic rules, expectations, and defensive strategies of basketball
- Develop the skills of dribbling, passing and shooting a basketball
- Describe the significance of this sport as it relates to life- long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher demonstration
- Student demonstration

Materials & Resources:

- Basketballs
- Cones
- Sashes or Pinnies
- <https://www.nfhs.org/activities-sports/basketball/> with modifications as needed
- <https://www.youtube.com/watch?v=uHWL7n8HKTs>

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Volleyball

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply concepts and strategies of volleyball
- Understand the basic offense and defensive movements and rotations
- Develop the skills of digging, setting, serving, and spiking a volleyball
- Demonstrate the ability to communicate within their team
- Describe the significance of this sport as it relates to life- long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration
- <https://www.nfhs.org/activities-sports/volleyball/> with modifications as needed
- https://aauvolleyball.org/page.php?page_id=100817

Materials & Resources:

- Volleyballs
- Volleyball nets
- Cones

Assessments:

- Classroom observation
- Student performance analysis
- Student participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Badminton/Table Tennis

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply concepts and strategies of badminton and/or table tennis
- Understand the basic rules and expectations of the games
- Develop the skills of serving, receiving and returns of both games
- Demonstrate the ability to communicate to partners during doubles play
- Describe the significance of this sport as it relates to life- long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher demonstration
- Student demonstration

Materials & Resources:

- Shuttlecocks
- Badminton racquets
- Badminton nets
- Table tennis tables
- Table tennis balls
- Table tennis paddles
- <https://web.mst.edu/~ima/rules/Badmintonrules.html> with modifications as needed
- <https://www.youtube.com/watch?v=UyLli-TbcFc>
- <https://www.teamusa.org/usa-table-tennis/rules> with modifications as needed
- <https://www.youtube.com/watch?v=zSKpxB3rOB8>

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Ultimate Frisbee

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Understand the rules and expectations of ultimate frisbee.
- Identify and apply concepts and strategies of ultimate frisbee.
- Demonstrate the ability to participate cooperatively through communication
- Develop the skills of throwing and receiving a Frisbee in a variety of ways and environments
- Describe the significance of this sport as it relates to life- long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration

Materials & Resources:

- Frisbee
- Cones
- Sashes or Pinnies
- <https://usultimate.org/rules/> with modifications as needed
- <https://www.discstore.com/protips/10simplerules/>

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Soccer

Time frame: 5 classes, 2 weeks

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Identify and apply concepts and strategies of soccer
- Understand the basic rules and expectations of soccer
- Develop the skills of passing, dribbling, trapping and shooting a soccer ball
- Demonstrate the ability to communicate within their team
- Describe the significance of this sport as it relates to life- long activity

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration

Materials & Resources:

- Soccer Balls
- Goals
- Sashes or Pinnies
- Cones

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment
- <https://www.youtube.com/watch?v=65MGoKD9UV4> with modifications as needed
- <https://www.kids-play-soccer.com/basic-soccer-rules.html>

Curriculum Scope & Sequence

Planned Course: Physical Education

Unit: Physical Fitness

Time frame: 4 weeks/ 3 times per year

State Standards 10.3.9, 10.4.9, 10.5.9

Essential content/objectives: At end of the unit, students will be able to:

- Describe using appropriate vocabulary and use training principles to improve physical fitness
- Evaluate physical activity preferences, responses to body's systems and activities which support life-long fitness and activity goals

Core Activities: Students will complete/participate in the following:

- Spatial awareness
- Cooperative skills
- Movement/Directional comprehension
- Timing
- Strategy planning
- Conditioning
- Decision making
- Evaluation

Extensions: Peer instruction

Remediation:

- Adaptation specific to students needs
- Reinforce progress toward desired outcomes
- Student conferencing
- Cooperative learning

Instructional Methods:

- Teacher instruction
- Teacher and student demonstration
- <https://www.verywellfit.com/basic-strength-training-tips-for-good-form-3498161>
- <https://www.spookynooksports.com/blog/manheim/proper-form-for-weightlifting-and-exercising>
- <https://www.youtube.com/watch?v=ZY7anSPHrqM>

Materials & Resources:

- Exercise/Spin Bikes
- Elliptical Machines
- Treadmills
- Stability balls and Medicine balls
- Weight Room free weights and machines
- Fitness Mats
- Exercise videos
- Fitness Bars
- Television, DVD player
- Fitness posters showing form for proper movement to reduce injury

Assessments:

- Classroom observation
- Student performance analysis
- Student Participation analysis
- Self assessment