

YEAR AT A GLANCE: PE 9-12, UNITS 6-10

Mission Statement:

Our mission is to facilitate students in improving their quality of life through regular physical activity. This will be accomplished by using a student-centered approach while teaching the psychomotor, cognitive, and affective aspects of physical fitness and demonstrating personal responsibility in all areas of the curriculum. The goal of the program is to have students apply the knowledge they have gained over the course of their education toward living a healthy lifestyle, and to empower them to use the skills they have learned to make informed decisions.

	<u>UNIT 6</u>	<u>UNIT 7</u>	<u>UNIT 8</u>	<u>UNIT 9</u>	<u>UNIT 10</u>
Title	<i>LOPE</i>	<i>Disc Golf</i>	<i>Yoga</i>	<i>Floor Hockey</i>	<i>Pickleball</i>
Unit Length <i>(weeks taught)</i>	<i>4 Weeks</i>	<i>4 Weeks</i>	<i>4 Weeks</i>	<i>4 Weeks</i>	<i>4 Weeks</i>
Performance Task <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<i>(1) Teacher Directions: Each group will model their student generated activity for the entire class and have class “play” new sport Each group will submit student written lesson plan detailing their group activity</i>	<i>(1) Teacher Directions: Model for students a 5 station student generated “skill gauntlet” assessing drives, putts, fairway strokes, bunker shots, and conglomerate accuracy (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric</i>	<i>(1) Students will learn origins of yoga (2) Students will learn basic and intermediate yoga poses (3) Students will learn how to apply this knowledge from classroom to everyday living</i>	<i>(1) Teacher Directions: Model for students a 5 station student generated “skill gauntlet” assessing wrist shots, slap shots, passes, puck control, and goaltending. (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric Assess performance for each student in</i>	<i>(1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing forehands, backhands, volleys, overheads, serves, and agility (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric Assess</i>

	<p>(2) Student Task: Participate in new “sport” adhering to the rules and regulations provided</p> <p>(3) Rubric Assess “playability” and “rules” of new activity and provide feedback</p>	<p>Assess performance for each student in each of the 5 categories and provide feedback</p>		<p>each of the 5 categories and provide feedback</p>	<p>performance for each student in each of the 6 categories and provide feedback</p>
<p>Enduring Understanding (The big ideas, the “why” we include these ideas)</p>	<p>Basic knowledge of activity skills Basic rules of the activity The importance of sportsmanship The correct scoring of a match The terminology for different fundamental skills within the activity The importance of adhering to the rules, regulations, and nuances of the game and the impact they</p>	<p>Basic knowledge of disc golf (skills) Basic rules of disc golf The importance of sportsmanship The correct scoring of a round The terminology for different discs and strokes The importance of adhering to the rules, regulations, and nuances of the game and the impact they have on the game The appropriate participation and spectator behaviors</p>	<p>Basic knowledge of beginner and intermediate yoga Basic knowledge and understanding of mindfulness. What is mindfulness and the importance/value of implementing it into our daily lives.</p>	<p>Basic knowledge of floor hockey Basic rules of floor hockey Importance of sportsmanship The games floor markings and their meanings Basic offensive and defensive strategies Basic vocabulary of floor hockey Responsibilities of the different positions</p>	<p>Basic knowledge of pickleball play (skills) Basic rules of pickleball The importance of sportsmanship The correct scoring of a match The terminology for different shots The importance of adhering to the rules, regulations, and nuances of the game and the impact they have on the game The appropriate participation and spectator behaviors</p>

	<p>have on the game The appropriate participation and spectator behaviors</p>				
<p>Essential Questions (What do we want students to think about)</p>	<p>Does the student exhibit a respect for his/her peers during play? Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits while participating in the game? Does the student apply movement concepts and skills to the game? Does the student progress during the unit?</p>	<p>Does the student exhibit a respect for his/her peers during play? Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits while participating in the game? Does the student apply movement concepts and skills to the game? Does the student progress during the unit? Does the student apply knowledge of the rules of the game to play? What is the desired outcome of a round of disc golf?</p>	<p>Is the student enjoying physical fitness benefits while participating in the activity? Does the student progress during the unit? Are the students challenging themselves during the activity?</p>	<p>Does the student exhibit a respect for his/her peers during play? Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits while participating in the game? Does the student apply movement concepts and skills to the game? Does the student apply knowledge of rules to the game? Does the student progress during the unit?</p>	<p>Does the student exhibit a respect for his/her peers during play? Are the students challenging themselves during the activity? Does the student exhibit positive social interaction? Is the student enjoying physical fitness benefits while participating in the game? Does the student apply movement concepts and skills to the game? Does the student progress during the unit? Does the student apply knowledge of the rules of the game to play? What is the desired outcome of a pickleball match?</p>

	<i>Does the student apply knowledge of the rules of the game to play? What is the desired outcome of the activity?</i>				
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