

YEAR AT A GLANCE: PE 9-12 UNITS 1-5 (updated Dec 2022)

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 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>	<u>UNIT 4</u>	<u>UNIT 5</u>
Title	<i>Tennis</i>	<i>Softball</i>	<i>Basketball</i>	<i>Volleyball</i>	<i>Kan Jam</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: 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 performance for</i>	<i>(1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing hitting, running, throwing, situation recognition, catching, and pitching (2) Student Task: Complete the “gauntlet” to the best of their abilities (3) Rubric: Assess performance for each student in each of the 6 categories and provide feedback</i>	<i>(1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing dribbling, shooting, passing, defense, game situations (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric Assess performance for each student in each of the 6 categories and provide feedback</i>	<i>(1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing bumps, sets, spikes, passes, serves, and agility (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric Assess performance for each student in each of the 6 categories and provide feedback</i>	<i>(1) Teacher Directions: Model for students a 5 station student generated “skill gauntlet” assessing dingers, deuces, buckets, slots, and distance throws (2) Student Task Complete the “gauntlet” to the best of their abilities (3) Rubric Assess performance for each student in each of the 6 categories and provide feedback</i>

	<i>each student in each of the 6 categories and provide feedback</i>				
Enduring Understanding (The big ideas, the “why” we include these ideas)	<i>Basic knowledge of tennis (skills) Basic rules of tennis 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</i>	<i>Basic knowledge of softball (skills) Basic rules of softball The importance of sportsmanship The correct scoring of a game The terminology for different plays 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</i>	<i>Basic knowledge of basketball (skills) Basic rules of basketball The importance of sportsmanship The correct scoring of different games The terminology for different shots, offense, and defense 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</i>	<i>Basic knowledge of volleyball (skills) Basic rules of volleyball 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</i>	<i>Basic knowledge of Kan Jam (skills) Basic rules of Kan Jam The importance of sportsmanship The correct scoring of a game 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</i>
Essential Questions (What do we want students to think about)	<i>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</i>	<i>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</i>	<i>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?</i>	<i>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?</i>	<i>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?</i>

	<p><i>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 tennis match?</i></p>	<p><i>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 softball game</i></p>	<p><i>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 basketball game?</i></p>	<p><i>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 volleyball match?</i></p>	<p><i>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 Kan Jam game?</i></p>
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