

**YEAR AT A GLANCE:** PE 9-12, UNITS 11-15

**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.

	<b><u>UNIT 11</u></b>	<b><u>UNIT 12</u></b>	<b><u>UNIT 13</u></b>	<b><u>UNIT 14</u></b>	<b><u>UNIT 15</u></b>
<b>Title</b>	<b><i>Weight Training</i></b>	<b><i>Speedball</i></b>	<b><i>Team Handball</i></b>	<b><i>Ultimate Frisbee</i></b>	<b><i>Soccer</i></b>
<b>Unit Length</b> <i>(weeks taught)</i>	<b><i>4 weeks</i></b>	<b><i>4 weeks</i></b>	<b><i>4 weeks</i></b>	<b><i>4 weeks</i></b>	<b><i>4 weeks</i></b>
<b>Performance Task</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<b><i>1) Teacher Directions: Model for students a 5 station student generated “skill gauntlet” assessing body position, spotting, lifting, breathing, and different forms of training</i></b> <b><i>(2) Student Task:</i></b>	<b><i>1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing kicking, running, throwing, situation recognition, catching, and dribbling</i></b> <b><i>(2) Student Task: Complete the “gauntlet” to the best of their abilities</i></b>	<b><i>1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing dribbling, running, throwing, situation recognition, catching, and shooting</i></b> <b><i>(2) Student Task: Complete the “gauntlet” to the best of their</i></b>	<b><i>1) Teacher Directions: Model for students a 4 station student generated “skill gauntlet” assessing running, throwing, situation recognition, catching,</i></b> <b><i>(2) Student Task: Complete the “gauntlet” to the best of their abilities</i></b> <b><i>(3) Rubric:</i></b>	<b><i>1) Teacher Directions: Model for students a 6 station student generated “skill gauntlet” assessing dribbling, running, passing, situation recognition, shooting, and individual defense</i></b> <b><i>(2) Student Task: Complete the “gauntlet” to the best of their</i></b>

	<p><b>Complete the “gauntlet” to the best of their abilities</b></p> <p><b>(3) Rubric: Assess performance for each student in each of the 5 categories and provide feedback</b></p>	<p><b>(3) Rubric: Assess performance for each student in each of the 6 categories and provide feedback</b></p>	<p><b>abilities</b></p> <p><b>(3) Rubric: Assess performance for each student in each of the 6 categories and provide feedback</b></p>	<p><b>Assess performance for each student in each of the 4 categories and provide feedback</b></p>	<p><b>abilities</b></p> <p><b>(3) Rubric: Assess performance for each student in each of the 6 categories and provide feedback</b></p>
<p><b>Enduring Understanding</b> (The big ideas, the “why” we include these ideas)</p>	<p><b>Students will understand that safety is of utmost importance. The basic health related components of physical fitness. The basic skill related components of physical fitness.</b></p>	<p><b>Basic knowledge of speedball basic rules of speedball importance of sportsmanship field markings and their meanings basic offensive and defensive strategies basic vocabulary of speedball</b></p>	<p><b>Basic knowledge of team handball basic rules of team handball the importance of sportsmanship the court markings and their meaning basic offensive and defensive strategies basic vocabulary of team handball responsibilities of the different positions</b></p>	<p><b>Basic knowledge of ultimate frisbee Basic rules of ultimate frisbee Importance of sportsmanship The games floor markings and their meanings Basic offensive and defensive strategies Basic vocabulary of ultimate frisbee Responsibilities of the different positions</b></p>	<p><b>Basic knowledge of soccer basic rules of soccer importance of sportsmanship field markings and their meanings basic offensive and defensive strategies basic vocabulary of soccer the responsibilities of each position</b></p>

<p><b>Essential Questions</b> (What do we want students to think about)</p>	<p><i>Does student exhibit respect for his/her peers? Are students challenging themselves during unit? Does the student exhibit positive social interactions? Does the student apply knowledge of the rules and safety in order to participate? Does the student progress during the unit?</i></p>	<p><i>Does the student exhibit respect for his/her peers during play Are the students challenging themselves during play? Does the student exhibit positive social interaction? Does the student progress during the unit</i></p>	<p><i>Does the student exhibit a respect for his or 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 they participate 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?</i></p>	<p><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 movement concepts and skills to the game? Does the student apply knowledge of rules to the game? Does the student progress during the unit?</i></p>	<p><i>Does the student exhibit 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 the rules to the game? Does the student progress during the unit?</i></p>
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