

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

Grade(s): 9	Content Area: Physical Education	Course: PE 1 (.05 credit)	Duration: 1 Semester
--------------------	--	----------------------------------	-----------------------------

Course Description: Daily development and refining of the elements of fitness, basic and advanced body mechanics, functional movement and injury prevention. Students will be provided the opportunity to participate in multileveled competition in a variety of lifetime fitness, recreation and sports activities requiring intermediate to advanced skills, techniques, and strategies.

duration	duration	duration	duration	duration	duration
Team Building	<p>PE.4.HS.1: Level 1-Understands personal factors and barriers that impact participation.</p> <p>PE.4.HS.2: Level 1-Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>PE.4.HS.3: Level 1-Uses communication skills and strategies that promote team/ group dynamics.</p> <p>PE.4.HS.4: Level 1-Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.</p> <p>PE.4.HS.5: Level 1-Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of</p>	<p>Am I able to identify personal factors or barriers that impact my contribution to the team dynamics and problem solving activities?</p> <p>Am I able to work as a team of diverse learners while using proper etiquette, respect and communication to solve a problem or overcome team challenges?</p> <p>Am I able to be aware of my actions and others to ensure safe participation and injury prevention? (proper spotting)</p>	<p>Given the provided group challenge, Students will be able to contribute to team efforts to accomplish the goal set forth by the instructor. They will adhere to all parameters and directions to ensure safety, fairness, and proper teamwork while overcoming the challenge without giving up.</p> <p>While participating in group challenge activities students will be able to use respectful and productive communication to promote problem solving, safety, and teamwork.</p>	<p>(observation rubric)</p> <p>Questionnaire</p> <p>Peer evaluation</p> <p>Self evaluation</p> <p>Debrief analysis</p>	<p>Continuous line questions</p> <p>Me too</p> <p>Transporter</p> <p>Lava pit</p> <p>Tarp turnover</p> <p>Sticky notes</p> <p>Toxic waste</p> <p>Trust falls</p> <p>Three legged races</p> <p>Jigsaw puzzle</p> <p>Blindfold spiderweb</p> <p>Trolley</p>

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

	equipment, implementation of rules, sun protection).				
Racquet Games Tennis Badminton Pickleball Ping pong	<p>PE.2.HS.1:Level 1 Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.[1]</p> <p>PE.1.HS.1:Level 1 (in person) Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).</p> <p>(in person)PE.2.HS.1: Level 2 Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.[2]</p> <p>(in person) PE.2.HS.2:Level 1 Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of</p>	<p>How does understanding of rules and strategies for a specific activity increase team success and appreciation for the game?</p> <p>What are the necessary skills for the game?</p> <p>What aspects are required for me to be able to demonstrate competency in a specific lifetime activity?</p> <p>How will I know I am competent in a particular lifetime activity?</p> <p>Am I able to apply movement concepts and principles to improve upon my performance of a self selected lifetime activity?</p> <p>Why is it important to have unconditional</p>	<p>Students will be able to show an understanding of sport specific terminology, rules and scoring by identifying and or defining them correctly on the provided assessment or project activity= (Sports power point).</p> <p>During in person class participation, students will be able to demonstrate proper sports specific equipment use, strategy tactics, and etiquette.</p> <p>During in person class serving drills, students will be able to execute proper serving technique 5 out of 7 times.</p> <p>Students will be able to recognise negative self-talk, criticism and teasing, and be able to reframe their negative words or thoughts for a more positive outcome.</p> <p>Students will demonstrate the ability to function as a respectable teammate by verbally recognizing the good</p>	<p>Badminton Rubric</p> <p>Badminton assessments: Drop shot Clear shot Smash Drive Serve (forehand or backhand) Rules test Hand out INFO Peer Assessment rubric (Scoring Guide)</p> <p>Serving Test (Rubric)</p> <p>Pickleball assessment: Serving test (rubric) Quiz Info Rules & scoring Serving rubric Study guide Handout</p> <p>Tennis: Tennis Skills rubric</p>	<p>Pickleball handout</p> <p>Pickleball Rules Summary</p> <p>Tennis Rules</p> <p>Rubrics for everything</p> <p>Practice games: King of the Court Round robin Tournament Play</p> <p>Badminton Videos</p> <p>Game play scenarios Resource for community offerings</p>

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

self and/or others in a self-selected skill.

(in person) PE.4.HS.2:Level 1

Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.

(in person) PE.4.HS.5:Level 1

Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

PE.3.HS.2:Level 1

Evaluates activities that can be pursued in the local environment based on social support network and participation requirements.

positive regard for oneself and others?

What are the important aspects of sportsmanship, safety, and team play?

What are the community offerings for lifetime activities and how can I get involved?

Why is it important to find a lifetime activity that is both enjoyable and accessible to me?

play of my partner a minimum of once per class period.

Students will be able to create an infographic of all the local community lifetime activities offered or of best practices for safe participation in a given lifetime activity.

Assessment test

Community sports offerings assignment:

- Brochure
- Newsletter
- infomercial

Outdoor rec. Lesson Asynchronous Rec. project

Asynchronous sports Project

form options available, but not limited to for projects:

[Google Slides: Sign-in](#)

[Google Jamboard](#)

[Collaborate & Create](#)

[Amazing Graphic](#)

[Design for Free](#)

[Download 38086 Print](#)

[Templates](#)

[Login](#) (We Video)

GOOGLE Draw

Outdoor opportunities:

Off campus hikes->

[Springfield](#)

[Eugene](#)

[Oregon](#)

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

<p>Outdoor Team Games</p> <p>Soccer Softball Flag Football Ultimate Frisbee Capture the Flag Kickball</p>	<p>E.2.HS.1:Level 1 Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.[1]</p> <p>PE.1.HS.1:Level 1: (in person) Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).</p> <p>(in person)PE.2.HS.1: Level 2 Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.[2]</p> <p>(in person) PE.2.HS.2:Level 1 Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill.</p> <p>(in person) PE.4.HS.2:Level 1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p>	<p>How does understanding of rules and strategies for a specific activity increase team success and appreciation for the game?</p> <p>What are the necessary skills for the game?</p> <p>What aspects are required for me to be able to demonstrate competency in a specific lifetime activity?</p> <p>How will I know I am competent in a particular lifetime activity?</p> <p>Am I able to apply movement concepts and principles to improve upon my performance of a self selected lifetime activity?</p> <p>Why is it important to have unconditional positive regard for oneself and others?</p> <p>What are the important aspects of sportsmanship, safety, and team play?</p>	<p>Students will be able to show an understanding of sport specific terminology, rules and scoring by identifying and or defining them correctly on the provided assessment In class participation, or project activity= (Sports power point).</p> <p>During in person class participation, students will be able to demonstrate proper sports specific equipment use, strategy tactics, and etiquette.</p> <p>During in person class drills, students will be able to execute proper kicking and throwing 5 out of 7 times.</p> <p>Students will be able to recognise negative self-talk, criticism and teasing, and be able to reframe their negative words or thoughts for a more positive outcome.</p> <p>Students will demonstrate the ability to function as a respectable teammate by verbally recognizing the good play of my partner a minimum of once per class period.</p>	<p>Soccer Unit test Rules test INFO an Quiz Skill Rubric</p> <p>Softball Rules Study guide Assessments Google form</p> <p>Flag football information Skills rubric Pre assessment Test Throwing image</p> <p>Ultimate frisbee INFO Skills rubric</p> <p>Kick ball How to Quiz test</p>	<p>Practice/lead-up games: Soccer: Run around soccer Around the goal</p> <p>Softball Flag Football: Flash ball</p> <p>Ultamate FLying disc hoops</p> <p>Softball Capture the Flag Kickball</p> <p>Videos: Ultimate how to: Backhand how to video Flick how to video Vertical stack video Defensive video Football How to</p>
--	--	--	---	--	---

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

	<p>(in person) PE.4.HS.5:Level 1 Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>				
<p>Indoor Team Games Soccer Volleyball Kickball Basketball Floor Hockey Dodgeball Endzone Cornhole Wiffle ball</p>	<p>E.2.HS.1:Level 1 Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.[1]</p> <p>PE.1.HS.1:Level 1: (in person) Demonstrates competency in two or more categories for lifetime activities. Categories: (Aerobic/cardiovascular activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).</p> <p>(in person)PE.2.HS.1: Level 2 Understands and applies the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-</p>	<p>How does understanding of rules and strategies for a specific activity increase team success and appreciation for the game?</p> <p>What are the necessary skills for the game?</p> <p>What aspects are required for me to be able to demonstrate competency in a specific lifetime activity?</p> <p>How will I know I am competent in a particular lifetime activity?</p> <p>Am I able to apply movement concepts and</p>	<p>Students will be able to show an understanding of sport specific terminology, rules and scoring by identifying and or defining them correctly on the provided assessment In class participation, or project activity= (Sports power point).</p> <p>During in person class participation, students will be able to demonstrate proper sports specific equipment use, strategy tactics, and etiquette.</p> <p>During in person class lead up games, students will be able to execute proper gameplay and skill execution 5 out of 7 times.</p> <p>Students will be able to recognise negative self-talk, criticism and</p>	<p>Volleyball Skills Assessment1 Assessment 2 quiz Unit test</p> <p>Basketball assessment Skills rubric</p> <p>Floor hockey Hand out Progress and info. assessment</p>	<p>Resource pack of PDF documents lead up games:</p> <p>Hockey “Hockey Pirates” – Stick Handling; Stealing, Dribbling “Circle Race” – Stick Handling; Dribbling “Hockey Steal” – Stick Handling; Stealing pinball hockey</p> <p>Basketball Basketball Golf Scorecard.xlsx The game 21 Around the world Bump/knockout</p>

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

	<p>performance activities, aquatics, net/wall games or target games.[2]</p> <p>(in person) PE.2.HS.2:Level 1 Uses movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in a self-selected skill.</p> <p>(in person) PE.4.HS.2:Level 1 Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity.</p> <p>(in person) PE.4.HS.5:Level 1 Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).</p>	<p>principles to improve upon my performance of a self selected lifetime activity?</p> <p>Why is it important to have unconditional positive regard for oneself and others?</p> <p>What are the important aspects of sportsmanship, safety, and team play?</p>	<p>teasing, and be able to reframe their negative words or thoughts for a more positive outcome.</p> <p>Students will demonstrate the ability to function as a respectable teammate by verbally recognizing the good play of my partner a minimum of once per class period.</p>		<p>PIG King court</p> <p>Cornhole rules</p> <p>Articles: Sports articles Sport articles</p> <p>VIDEOS WARNING: Avoid These Three KILLER Shooting Mistakes Basketball Shooting Tips Shoot with great form The TRUE Fundamentals of Shooting Form Basketball Shooting Form The OFFHAND: Pro Shot's FOREST Shooting System The RHYTHM: Pro Shot's FOREST Shooting System The TURN: Pro Shot's FOREST Shooting System</p>
<p>Fitness</p>	<p>PE.1.HS.3:Level 1 Demonstrates competency of specialized skills in health-related fitness activities through addressing 1</p>	<p>Why is it important to find lifetime activities you are capable of doing and enjoying?</p>	<p>Provided the prescribed workouts and weekly fitness log, students will participate in and completely log 3 different 30min</p>	<p>Forms: Heart rate activity</p> <p>SMART GOALS</p>	<p>Activity Pyramid Activity Pyramid #2</p> <p>Sportsmanship</p>

Curriculum Map

Last modified Spring 2023
Pleasant Hill Public Schools

<p>or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.</p> <p>PE.3.HS.4:Level 1 Participates several times a week in a self-selected lifetime activity, rhythmic activities or fitness activity outside of the school day.</p> <p>PE.5.HS.1:Level 1 Analyzes the health benefits of a self-selected physical activity</p> <p>PE.5.HS.2:Level 2 Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.[7]</p> <p>PE.3.HS.7:Level 1 Calculates target heart rate and applies that information to personal fitness plan to understand the rate of perceived exertion.</p>	<p>What factors should one consider when choosing a lifetime activity to engage in.</p> <p>What are the health related benefits of participating in individual and or team activities?</p> <p>How do I calculate my max heart rate and why does this matter?</p> <p>How do I write a SMART goal and why is this important in relation to tracking heart rate during exercise.</p>	<p>lifetime activities from the middle 2 sections of the activity pyramid.</p> <p>students will be able to fill out a workout reflection on their fitness log to show their ability to analyze the health benefits of a self-selected physical activity.</p> <p>Given the provided Fitness Plan, including the fitness log, students will be able to calculate and record their MHR, and heart rate training zones. They will be able to set a health related SMART goal addressing at least 1 component of fitness and applying the FITT principle to be tracked and documented on their weekly fitness log.</p>	<p>Rate of perceived exertion</p> <p>Fitness Plan Components of fitness Workbook presentation#1 Presentation #2 Workout reflection</p>	<p>Grading</p> <p>Standards based Grading</p>
---	---	---	--	---

Notes: cross-curricular connections, Universal Design for Learning ideas, etc.