Physical Education 9 Curricular Document

Table of Contents

- Desired Results for Course 1
    - Course Enduring Understandings
    - Course Essential Questions
    - Physical Education Standards Grade Level Band and by Unit

Unit 1 : Individual Sports
- Unit Desired Results
- Unit Assessment Evidence

Unit 2: Racquet and Team Sports
- Unit Desired Results
- Unit Assessment Evidence

Unit 3: Lifetime Sports
- Unit Desired Results
- Unit Assessment Evidence

Unit 4: Aquatics and Water Safety
- Unit Desired Results.
- Unit Assessment Evidence

Course Information

Physical Education 9	
CURRICULUM/CONTENT AREA	**COURSE LENGTH**
Physical Education	9 weeks
GRADE LEVEL	**DATE LAST REVIEWED**
9	2016 Program Evaluation 2023
PREREQUISITE(s) ***if applicable***	**BOARD APPROVAL DATE**
NA	04/2024

Desired Results

COURSE DESCRIPTION

Students in the PE 9 class are introduced to many of the areas of future choice within the physical education curriculum. Information involving the five components of health-related fitness, various team sport involvement, individual and dual activities, and various team building activities are included. Students will have the ability to select activities that match their interests in each of these areas. Students will be introduced to the SMART goal process as it relates to our FITNESSGRAM testing. Students will be in the pool for a week of the term to work on improving stroke efficiency and water safety.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
1. Proficient movement skills provide competency in all physical activities. 2. There are necessary psychological and physical skills that will help support continued lifetime physical fitness.	• What different ways can the body move given a specific purpose? • How will you help a team be successful? • What does it mean to be a good teammate? • How can we move effectively and efficiently?

3. Being active throughout life promotes a healthy lifestyle, and participating in a wide range of physical activities promotes personal health and wellness. 4. Demonstrating responsible and respectful behavior promotes positive personal and social success. 5. Everyone benefits from collaboratively working towards improved health and wellness 6. Physical activity promotes social, emotional, and physical well being of self and the community.	• How do you determine whether a strategy is effective? • What can we do to be physically active and why is this important? • Why is it important to be physically fit and how can we stay fit? • How do we interact with others during physical activity? • How will physical activity help us now and in the future?

Physical Education Standards by Unit	Unit 1	Unit 2	Unit 3	Unit 4
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.	x	x	x	x
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.	x	x	x	x
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.	x	x	x	x
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.	x	x	x	x
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.	x	x	x	x

Unit 1: Individual Sports

Topics: Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Golf
- Archery
- Fitness/Weightlifting
- Yoga, Pilates or Step Aerobics

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What different ways can the body move given a specific purpose?
- ➔ How can we move effectively and efficiently?
- ➔ How do you determine whether a strategy is effective?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures. • PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures. • PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H1.L1 Identify movement concepts and principles (e.g., force, motion, and rotation) in a selected physical activity skill. • PE.S2.H2.L1 Identify terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and outdoor pursuits appropriately. • PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms. • PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities. • PE.S2.H5.L1 Identify the stages of learning motor skills for a variety of skills in a variety of different activities, including those from other cultures.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. • PE.S3.H2.L1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active Lifestyle. • PE.S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold. • PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.
Standard 4: The student will exhibit		• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise,

responsible personal and social behavior that respects self and others.		dance, and outdoor activities. • PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity. • PE.S4.H3.L1 Identify when others are being discriminated against and evaluate personal bias based on perceived differences. (WSEL 14) • PE.S4.H4.L1 Create short- and long-term health enhancing S.M.A.R.T. goals and create a plan to reach those goals. • PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H1.L1 Identifies positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11) • PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). • PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities. • PE.S5.H6.L1 Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities.
- ➔ Identify the health and skill related fitness components that impact performance in an individual sport.
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- ➔ Fitness Testing: Pacer, FITNESSgram tests (curl-ups, push-ups, 5-10-5, sit-and-reach)

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 2: Team and Racquet Sports

Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Tennis
- Badminton
- Pickleball
- Eclipseball
- Crickett
- Softball/Baseball
- Volleyball
- Table Tennis
- Ultimate Frisbee
- Soccer
- Basketball
- Lacrosse
- Floor Hockey
- Flag football
- Cooperative games

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ How will you help a team be successful?
- ➔ What does it mean to be a good teammate?
- ➔ How do you determine whether a strategy is effective?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills		• PE.S1.H2.L1 Demonstrate proficiency in activity-specific throwing skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures. • PE.S1.H3.L1 Demonstrate proficiency in activity-specific catching skills in two or more small-sided invasion games, including those from other cultures. • PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures

and movement patterns.		
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures. • PE.S2.H7.L1 Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games, including those from other cultures with long- or short-handled Implement • PE.S2.H3.L1 Identify examples of historical and cultural roles within physical activity and dance forms • PE.S2.H4.L1 Use defensive and offensive strategies and tactics effectively in various activities • PE.S2.H7.L1 Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games, including those from other cultures with long- or short-handled Implement. • PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures. • PE.S2.H9.L1 Use strategies and tactics in shot selection while adjusting speed, force, and trajectory during various target activities. • PE.S2.H10.L1 Use offensive and defensive strategies in various situations in fielding and striking games, including those from other cultures. • PE.S2.H11.L1 Discuss with classmates on how to find open spaces to maximize coverage on defense.
Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity. • PE.S3.H2.L1 Evaluate the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active Lifestyle. • PE.S3.H3.L1 Identify issues associated with exercising in heat, humidity, and cold. • PE.S3.H4.L1 Identify risks and safety factors that might affect physical activity preferences throughout the life cycle.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H1.L1 Identify best practices for participating safely (e.g., injury prevention, hydration, use of equipment, implementation of rules and etiquette, sun protection) in physical activities, exercise, dance, and outdoor activities. • PE.S4.H2.L1 Exhibit procedures, protocols, and respect for others, and teamwork while engaging in physical activity. • PE.S4.H3.L1 Identify when others are being discriminated against and evaluate personal bias based on perceived differences. (WSEL 14) • PE.S4.H5.L1 Analyze feedback provided by a peer to determine accuracy using teacher-generated criteria. • PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others. •

Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H1.L1 Identifies positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11) • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). • PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities. • PE.S5.H6.L1 Identify community opportunities for social interaction and support in a variety of self-selected physical activities or dance.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of… Students will show their learning by…

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of physical activities in a team setting.
- ➔ Describe the offensive, defensive and transitional strategies needed for success in a team sport.
- ➔ Identify the health and skill related fitness components that impact performance in the team sport
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 3: Lifetime Sports

Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Spikeball
- Can Jam
- Cornhole
- Horseshoes
- Bocce Ball
- Disc Golf/Frisbee Golf/Frolfing

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering...*

- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How do we interact with others during physical activity?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to...*	**LEARNING PRIORITY**	***Level 2* LEARNING TARGETS:** *I can...*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H9.L1 Demonstrate activity-specific movement and technical skills in two or more selected outdoor activities. • PE.S1.H4.L1 Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H8.L1 Use strategies and tactics to select appropriate offensive shots during net and wall games, including those from other cultures.

Standard 3: The student will demonstrate the knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		• PE.S3.H5.L1 Explore local community for physical activity opportunities. • PE.S3.H4.L2 Analyze the impact of life choices, economics, motivation, and accessibility on exercise adherence and participation in physical activity beyond high school (in college or career settings). • PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity.
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H1.L1 Identifies positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11) • PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). • PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of lifetime sports. .
- ➔ Identify the health and skill related fitness components that impact performance in lifetime sports.
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other:

Unit 4: Aquatics and Water Safety

Based on facilities available, time of the year, and student choice, potential invasion sports that may be explored include:

- Stroke refinement
- Swimming for fitness
- Water polo

UNIT DESIRED RESULTS

UNIT ESSENTIAL QUESTION: *In this unit, students will keep considering…*

- ➔ What different ways can the body move given a specific purpose?
- ➔ What can we do to be physically active and why is this important?
- ➔ Why is it important to be physically fit and how can we stay fit?
- ➔ How will physical activity help us now and in the future?

UNIT PRIORITY STANDARDS: *Students will know and be able to…*	**LEARNING PRIORITY**	***Level 1*** **LEARNING TARGETS:** *I can…*
Standard 1: The student will demonstrate competency in a variety of motor skills and movement patterns.		• PE.S1.H10.L1 Demonstrate swim skills as described by the American Red Cross "Learn to Swim and Achieve" or any other nationally recognized swim program. Students may exhibit skills in any of the swim skill levels.
Standard 2: The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		• PE.S2.H6.L1 Identify the stages of learning for one or more swim strokes using BLABT (Body position first, then Legs, then Arms, then Breathing, last Timing). • PE.S2.H12.L1 Students for grades 9-12 will demonstrate knowledge of all water safety concepts as outlined by the American Red Cross or any other nationally recognized swim program.
Standard 3: The student will demonstrate the		• PE.S3.H1.L1 Discuss the benefits of a physically active lifestyle as it relates to lifetime well-being and productivity.

knowledge and skills to achieve a health-enhancing level of physical activity and fitness.		
Standard 4: The student will exhibit responsible personal and social behavior that respects self and others.		• PE.S4.H6.L1 Use communication skills and strategies that promote positive outcomes. • PE.S4.H7.L1 Apply decision-making steps with consideration of well-being for self and others.
Standard 5: The student will recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.		• PE.S5.H1.L1 Identifies positive mental, social, and emotional aspects of participating in a variety of physical activities. • PE.S5.H2.L1 Identify barriers to succeeding. (WSELC 11) • PE.S5.H3.L1 Explore and participate in physical activities or dance that meet the need for self-expression and enjoyment. • PE.S5.H4.L1 Explore and participate in enjoyable activities that promote individual self-expression in a variety of environments and seasons (e.g., indoor/outdoor/water/snow/ice). • PE.S5.H5.L1 Identify verbal, physical, and environmental cues to help and encourage others in various physical activities.

ASSESSMENT EVIDENCE

Performance is evaluated in terms of... Students will show their learning by...

Performance-Based Task Description(s):

- ➔ Demonstrate AND explain several motor skills and movement patterns needed to perform a variety of swimming strokes. .
- ➔ Identify the health and skill related fitness components that impact performance in swimming.
- ➔ Apply correct rules and procedures in all physical activity settings.
- ➔ Explain the benefits of participation in a variety of activities in competitive and recreational settings.
- ➔ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences
- ➔ Unit rules and strategy tests (Canvas quizzes)
  - ◆ Basic Beginner Strokes Quiz LINK
  - ◆ Basic Beginner Skills Quiz
  - ◆ Water Polo Quiz LINK
  - ◆ Diving Quiz

Success Criteria Rubrics

- ➔ Standards-aligned rubrics are used for communicating the success criteria, goal setting, reflecting during & after the unit learning, and feedback.

Key Assessment Strategies to inform Feedback & Instruction:

- ➔ *Goal-setting, self-assessment & reflection unit skills and life-long fitness plan (game play analysis, nutrition analysis tasks, daily fitness log, etc)*
- ➔ *Feedback targeted to skill student is working towards*
- ➔ *Small group or individual skill work as needed*
- ➔ *Quick write or oral discourse on essential questions or unit specific topic*
- ➔ *Analysis and reflection on fitness assessment data (e.g.- heart rate),*
- ➔ *Formative skills checks*
- ➔ *Key vocabulary checks*
- ➔ *peer observation & feedback*
- ➔

Strategies for Varied Level Learners

☐ Vary equipment & environment (i.e.-net height, speed, size of ball, field game is played on).	☐ Vary activities and assessment methods.	☐ Vary the activity/exercise length of time or intensity.e.
☐ Vary level of prompting, communication method, or reflection questioning used.	☐ Vary goal creation, self assessments, and fitness plan.	☐ Establish clear expectations and vary reinforcement.
☐ Vary method of recording physical activity.	☐ Vary interactions and group makeup.	☐ Other: