

Name of Unit: Unit # 1 - Introduction to Wellness

Grade Level: Grade 9

Lessons: 1

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S4.H1 – Employs effective self – management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.H2 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. S4.H5 – Applies best practices for participating safely in physical activity, exercise and dance. S5.H2 – Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p> <p>WIDA ELL Standard(s)</p>	Transfer (T)	
	Students will be able to identify and demonstrate the expected classroom norms and rules necessary for academic and personal success in 9th grade Wellness.	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Preparation/Punctuality/Attitude impacts success</p> <p>Students are accountable for their own success and learning</p> <p>A positive classroom climate will promote success for all</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>What does it mean to be successful?</p> <p>How can I be responsible for my own academic success?</p> <p>How does individual behavior impact classroom climate?</p>
	Acquisition (A)	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The criteria for success in Wellness – Grading Policy</p> <p>What respect looks and sounds like</p> <p>Parent communication policy</p> <p>Expectations for preparedness</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Access technology resources that will be utilized throughout the semester</p> <p>Summarize all policies that apply to Wellness 1</p> <p>Explain expectations for preparedness</p> <p>Recite names of their peers and teacher</p>

	Electronics Policy Units of study for Wellness 1	
--	---	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
Standards Based Portfolio – Folder Differentiated Assessment for ELL, Special Needs, or Advanced Learners:	Signed copy of syllabus, electronics policy, parent communication policy, units of study.

Stage 3 – Learning Plan

LESSONS:

Lesson # 1: Intro to Wellness

- Meet - take attendance
- Introduction - teacher to students
- Review course overview - syllabus/grading/contacts/policies
- Ice Breakers (2 selected activities/games of teachers choice)
- Tour facility
- Debrief - takeaways
- Exit ticket/Assessment – summarize policies, explain expectations for preparedness, recite names of peers

UNIT LEVEL DIFFERENTIATION STRATEGIES: (Students on learning plans, students proving early mastery of standards via pretests or other assessments, students who learn fast, etc.)

Name of Unit: Unit # 2 – - **Establishing a Positive Learning Environment / Community Building**

Grade Level: Grade 9

Lessons: 10

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S4.H1 – Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.H2 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. S4.H3 – Uses communication skills and strategies that promote team/group dynamics. S4.H4 – Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. S4.H5 – Applies best practices for participating safely in physical activity, exercise and dance. S5.H2 – Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity. S5.H4 – Identifies the opportunity for social support in a self-selected physical activity or dance. WIDA ELL Standard(s)</p>	Transfer (T)	
	<p>Students will be able to apply acquired goal setting skills, communication skills, strategies and knowledge to promote positive and productive interactions in a group or team setting.</p>	
	Meaning (M)	
	<p>UNDERSTANDINGS (U) Students will understand that . . . Exhibiting proper etiquette and respect for others promotes and maintains a safe and productive group setting. Employing self-management skills to analyze barriers in teamwork settings and modifying appropriately is a lifelong skill. Collaboration and teamwork allows people to be more successful. There is value in risk-taking. Effective communication and problem solving skills are critical for success in life.</p>	<p>ESSENTIAL QUESTIONS (Q) How does demonstrating proper etiquette and respect for others promote and maintain a safe and productive group setting? How can I identify barriers in a teamwork setting? What can I learn about myself by participating in team building activities? How does participating in team building affect a group? How do you assess risks in order to make appropriate decisions? What do you learn from success or failure?</p>
	Acquisition (A)	
<p>Knowledge (K) Students will know . . .</p>	<p>Skills (S) Students will be able to . . .</p>	

	<p>Students will know each student in the class by name.</p> <p>Communication is a lifelong skill in all professional, group and team settings.</p> <p>Demonstrating proper etiquette and respect for others is essential for teamwork and group play.</p> <p>The sequence of commands for climbing.</p> <p>Key terminology such as risk, goal, collaboration, challenge-by-choice, etc.</p> <p>How to analyze barriers and facilitators to physical activity.</p> <p>The critical elements of effective communication and problem-solving.</p>	<p>Employ effective self management techniques to analyze barriers and modify social behavior appropriately.</p> <p>Apply best practices for participating safely in physical activity.</p> <p>Demonstrate proper belay technique.</p> <p>Demonstrate effective communication and problem solving techniques.</p> <p>Analyze personal barriers and facilitators to being physically active.</p> <p>Develop and monitor a personal goals related to risk-taking, communication, creativity and leadership</p>
--	---	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based Portfolio – Folder</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	<p>Evidence student is able to – Employ effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p> <p>Evidence student is able to – Exhibit proper etiquette, respect for others and teamwork while engaging in physical activity/community building</p> <p>Evidence student is able to – Use communication skills and strategies that promote team/group dynamics.</p> <p>Evidence student is able to – Solves problems and think critically in community building activities both as an individual and in groups.</p>

Evidence student is able to – Apply best practices for participating safely in community building activities

Evidence student is able to – Identify the opportunity for social support in community building activities.

Stage 3 – Learning Plan

LESSONS:

Lesson # 1 Focus : Introduction to Community Building – Group Norms, Social Contract, Ice Breaker Activities

Activity – Teacher designed lesson

Lesson # 2 Focus: Communication – Standard *“Use communication skills and strategies that promote team/group dynamics”*

Activity - Teacher designed lesson

Lesson # 3 Focus: Communication – Standard *“Use communication skills and strategies that promote team/group dynamics”*

Activity - Teacher designed lesson

Lesson # 4 Focus: Problem Solving – Standard *“Solve problems and think critically in community building activities both as an individual and in groups”*

Activity – Teacher designed lesson

Lesson # 5 Focus: Problem Solving – Standard *“Solve problems and think critically in community building activities both as an individual and in groups”*

Activity – Teacher designed lesson

Lesson # 6 Focus: Trust - Standard *“Identify the opportunity for social support in community building activities”*

Activity - Teacher designed lesson

Lesson # 7 Focus: Trust - Standard *“Identify the opportunity for social support in community building activities”*

Activity - Teacher designed lesson

Lesson # 8 Focus: Low Elements/Climbing : Standard *“Applies best practices for participating safely in physical activity, exercise and dance”* and *“Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity”*

Activity – Teacher designed lesson

Lesson # 9 Focus: Low Elements/Climbing : Standard *“Applies best practices for participating safely in physical activity, exercise and dance”* and *“Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity”*

Activity – Teacher designed lesson

Lesson # 10 Focus: Final Assessment/Portfolio : all standards - teacher designed lesson

Name of Unit: Invasion Games 1

Grade Level: Grade 9

Lessons: 6

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S2.M1.8 – Opens and closes space during small sided game play by combing loco-motor movements with movement concepts S2.M2.8 – Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go. S2.M3.8 – Creates open space on defense by staying spread on offense, cutting and passing quickly, and using fakes off the ball. S2.M4.8 – Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her S2.M5.8 – Reduces open space by not allowing the catch (denial) and anticipating the speed of the object or person for the purpose of interception or deflection S2.M6.8- Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage S2.H2.L1 – Uses movement concepts and principles (force, motion, and rotation) to analyze and improve performance of self and/or others in a selected skill. S4.H4.L1 – Uses communication skills and strategies that promote team/group dynamics S4.H5.L1 – Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)</p> <p>WIDA ELL Standard(s)</p>	Transfer (T)	
	<p>Students will be able to identify and apply a variety of manipulative and loco-motor skills used in invasion games settings</p> <p>Students will be able to analyze acquired offensive and defensive strategies used in invasion game settings.</p>	
	Meaning (M)	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Invasion games require the performance of a variety of manipulative and loco-motor skills.</p> <p>Invasion games require offensive and defensive strategies.</p> <p>Effective communication skills are necessary for the development and implementation of offensive and defensive strategies.</p> <p>Open space is an important concept in a variety of invasion games.</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>How can I effectively apply manipulative and loco-motor skills during invasion games?</p> <p>What strategies and concepts do I need to know and be able to perform to be successful during invasion games?</p> <p>Why is moving to open space an important concept in invasion games?</p>
	Acquisition (A)	
<p>Knowledge (K)</p> <p>Students will know . . .</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p>	

	<p>Students will know how to execute offensive and defensive strategies</p> <p>Student will know rules and game play etiquette for Speedball and Floor Hockey.</p> <p>Students will know how to open and reduce space during invasion games.</p>	<p>Identify describe and demonstrate defensive strategies: zone defense and person to person defense.</p> <p>Identify describe and demonstrate offensive strategies: Give and go, overlap, out numbering,</p> <p>Demonstrate proficiency in a variety of manipulative and locomotor skills during invasion games.</p> <p>Design and create invasion game</p>
--	--	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based Portfolio – Folder</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	<p>Evidence that student is able to: Use movement concepts and principles (force, motion, and rotation) to analyze and improve performance of self and/or others in a selected skill.</p> <p>Evidence that student is able to: Transition from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage</p>
<p>*</p>	<p>OTHER EVIDENCE:</p>

Stage 3 – Learning Plan

LESSONS:

Lesson # 1 Focus: Introduction to Invasion Games: Vocabulary, Strategies and Tactics – Standard *“Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)”*

Activity: Speed Ball 1 - Rules, Skills, Equipment, Safety, Small Sided Games

Lesson # 2 Focus: Moving to Open Space - Standard *“Opens and closes space during small sided game play by combing locomotor movements with movement concepts”*

Activity: Speed Ball 2 – Tournament Small Sided Games (no more than 5 v 5)

Assessment – PBA (Moving to open space)

Lesson # 3 Focus: Give and Go – Standard *“Executes at least 3 of the following offensive tactics to create open space: moves to create open space on and off the ball; uses a variety of passes, fakes and pathways; give & go”*

Activity: Speed Ball 3 – Tournament Small Sides Games - (no more than 5 v 5)

Assessment – PBA (Give and Go)

Lesson # 4 Focus: Transitioning Quickly in Game Play – Standard *“Transitions from offense to defense or defense to offense by recovering quickly, communicating with teammates and capitalizing on an advantage”* and *“Standard “Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)”*

Activity: Floor Hockey 1 – Rules, Skills, Equipment, Safety, Small Sides Games (no more than 5 v 5)

Assessment – PBA (Transitioning Quickly in Game Play)

Lesson # 5 Focus: Person to Person Defense –Standard *“Reduces open space on defense by staying on the goal side of the offensive player and reducing the distance to him/her”*

Activity: Floor Hockey 2 – Tournament Small Sided Games (no more than 5 v 5)

Assessment – PBA (Person to Person defense)

Lesson # 6 Focus: Zone Defense- Standard – *“Creates open space on defense by staying spread on offense, cutting and passing quickly, and using fakes off the ball.”*

Activity: Floor Hockey 3 –Tournament Small Sided Games (no more than 5 v 5)

Assessment – PBA (Zone Defense)

Name of Unit: Lifetime Fitness

Grade Level: Grade 9

Lessons: 15

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S1.H1 – Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities. S1.H3.L1 – Demonstrates competency in 1 or more specialized skills in health-related fitness activities S2.H1 – Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. S2.H2 – Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. S2.H3 – Creates a practice plan to improve performance for a self-selected skill. S3.H7 – Demonstrate appropriate technique in resistance-training machines and free-weights. S3.H8 – Relates physiological responses to individual levels of fitness and nutrition balance. S3.H9 – Identifies types of strength exercises and stretching exercises for personal fitness development. S3.H10 – Calculates target heart rate and applies that information to a personal fitness plan. S3.H11 – Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S3.H12 – Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work. S3.H14 – Identifies stress-management strategies to reduce stress. S4.H1 – Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.</p>	Transfer (T)	
	<p>Students will be able to apply knowledge and analytical – skills acquired to develop/create personalized fitness plans based upon individual fitness goals to maintain or enhance health and wellbeing beyond Wellness class.</p>	
	Meaning (M)	
UNDERSTANDINGS (U)	ESSENTIAL QUESTIONS (Q)	
<p>Students will understand that . . .</p> <p>There are multiple ways to enhance physical fitness.</p> <p>Physical fitness is critical to both physical and mental health.</p> <p>Exercise reduces stress.</p> <p>There are many ways to be physically active, many of which are not sport-based.</p> <p>There are strategies to improve performance.</p> <p>There is a positive correlation between physical fitness and academic success, health, mental well-being.</p> <p>They have a responsibility to take control of their own fitness and health/wellbeing.</p>	<p>Why should people be physically fit?</p> <p>What do you need to know and be able to do to enhance or maintain physical fitness?</p> <p>How can I use exercise to reduce stress?</p> <p>How can you monitor and maintain/improve fitness?</p> <p>What are the ways that I can be physically active?</p> <p>How can I improve performance?</p>	

<p>S4.H2 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.</p> <p>S4.H5 – Applies best practices for participating safely in physical activity, exercise and dance.</p> <p>S5.H1 – Analyzes the health benefits of a self-selected physical activity.</p> <p>S5.H2 – Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p> <p>S5.H3 – Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.</p>		
<p>WIDA ELL Standard(s)</p>	Acquisition (A)	
	<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The 5 components of health-related fitness</p> <p>The impact of training in their target heart rate zone</p> <p>How body systems interact and respond during physical activity</p> <p>The various benefits of physical activity on physical and mental health</p> <p>A variety of examples of lifetime activities.</p> <p>Terminology associated with exercise and a variety of other lifetime activities.</p> <p>Strategies for analyzing and improving performance.</p> <p>How to create an individualized fitness plan based upon personal goals</p> <p>How to create a plan to improve performance in a physical activity skill.</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Calculate and monitor target heart rate</p> <p>Identify exercises that improve the 5 components of health-related fitness</p> <p>Demonstrate appropriate technique in resistance training</p> <p>Discuss the benefits of a physically active lifestyle</p> <p>Demonstrate competency in two or more lifetime activities.</p> <p>Apply terminology (covered in the unit) appropriately and in context.</p> <p>Analyze and improve performance of a skill.</p> <p>Create a plan to improve performance in a selected skill.</p> <p>Create a plan to be physically active outside of physical education.</p> <p>Choose an appropriate level of challenge to experience success and desire to participate in physical activity.</p>

	<p>How to use the equipment properly in the Fitness room.</p> <p>How to warm-up properly and why it is important.</p> <p>The relationship between fitness levels and other aspects of their lives.</p> <p>How to assess fitness levels.</p> <p>Strategies for maintaining or improving physical fitness.</p> <p>Stress management techniques</p> <p>The physiological responses to fitness and proper nutrition.</p> <p>The critical elements of an effective fitness plan</p>	<p>Participate in physical activity/activities that meet the need for self-expression and enjoyment.</p> <p>Develop a fitness plan based on personal goals.</p>
--	--	---

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based Portfolio – Folder</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	<p>Evidence student is able to - Apply the correct terminology associated with exercise and participation in selected individual-performance activities</p> <p>Evidence student is able to - Create a practice plan to improve performance for a self-selected skill.</p> <p>Evidence student is able to - Demonstrate appropriate technique in resistance-training machines and free-weights.</p>

Evidence student is able to - Relate physiological responses to individual levels of fitness and nutrition balance.

Evidence student is able to - Identify types of strength exercises and stretching exercises for personal fitness development.

Evidence student is able to - Calculates target heart rate and apply that information to a personal fitness plan.

Evidence student is able to - Create and implement a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings.

Evidence student is able to - Design a fitness program, including all components of health-related fitness, for a college student and an employee in the learner's chosen field of work.

Evidence student is able to - Identify stress-management strategies to reduce stress.

Evidence student is able to - Apply best practices for participating safely in physical activity, exercise and dance.

Evidence student is able to - Analyze the health benefits of a self-selected physical activity.

Evidence student is able to - Choose an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.

Evidence student is able to - Select and participate in physical activities or dance that meet the need for self-expression and enjoyment.

Stage 3 – Learning Plan

LESSONS:

Lesson # 1 Focus: Introduction to Lifetime Fitness – Standard “– *Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately*”

Activity – Teacher designed lesson that includes Vocabulary Review, Overview of Unit, Pre – Test Pacer, Push – Up, Curl – Up

Pre- Assessment - Identify the 5 components of health – related fitness and explain the connections between fitness and overall physical and mental health

Lesson # 2 Focus: Introduction of the 5 Components of Health Related Fitness (Muscular Strength, Muscular Endurance, Flexibility, Cardiovascular Endurance, Body Composition)

Standard “*Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill*”

Activity – Teacher Designed Lesson that incorporates Circuit Training (1 or 2 stations for each component – no body comp station)

Lesson # 3 Focus: Review the 5 Components of Health Related Fitness (Muscular Strength, Muscular Endurance, Flexibility, Cardiovascular Endurance, Body Composition)

Standard “*Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill*”

Activity – Teacher Designed Lesson that incorporates Circuit Training (1 or 2 stations for each component – no body comp station)

Post Assessment – Identify the 5 components of health – related fitness and explain the connections between fitness and overall physical and mental health

Lesson # 4 Focus: Introduction to Cardiovascular Endurance/Heart Health – Non – Traditional Exercise (no fitness center)

Standard “*Calculates target heart rate and applies that information to a personal fitness plan*”

Activity – Teacher Designed Lesson - THR zone for 60% of class (HITT training, Tabata, Zumba, Aerobics, Dance, Small Sided Games, Cardio Kickboxing, Rollerblading)

Pre- Assessment : Identify Cardiovascular Endurance Activities that you find challenging and enjoyable

Lesson # 5 Focus: Cardiovascular Endurance/Heart Health – Utilizing Indoor Track

Standard “*Calculates target heart rate and applies that information to a personal fitness plan*”

Activity – Teacher Designed Lesson - THR zone for 60% of class (Interval training – walk/running)

Lesson # 6 Focus: Cardiovascular Endurance/Heart Health – Utilizing Fitness Center

Standard “*Calculates target heart rate and applies that information to a personal fitness plan*”

Activity – Teacher Designed Lesson - THR zone for 60% of class – Rotating Stations (15 mins. on each - treadmill, bike, rower(2 min work/1 min rest), elliptical)

Post – Assessment: Identify Cardiovascular Endurance Activities that you find challenging and enjoyable

Lesson # 7 Focus: Introduction to Strength Training/Muscular Strength and Endurance – Utilizing Body Weight

Standard “*Identifies types of strength exercises and stretching exercises for personal fitness development.*”

Activity – Teacher Designed Lesson – Intro to Safety/Reps/Weights/Sets

Developing Strength Through Body Weight Exercises (lunges, squats, stairs, push- ups, pull – ups, planks, mountain climbers, jumps, core exercises)

Pre – Assessment: Identify Strength Training Activities that you find challenging and enjoyable

Lesson # 8 Focus: Strength Training/Muscular Strength and Endurance – Utilizing non-traditional equipment

Standards: *“Identifies types of strength exercises and stretching exercises for personal fitness development”* and *“Demonstrate appropriate technique in resistance-training machines and free-weights”*

Activity – Teacher Designed Lesson – Developing Strength utilizing non-traditional equipment (kettle bells, medicine balls, free weights, resistance bands, swiss balls)

Lesson # 9 Focus: Strength Training/Muscular Strength and Endurance – Utilizing Fitness Center

Standard *“Identifies types of strength exercises and stretching exercises for personal fitness development”* and *“Demonstrate appropriate technique in resistance-training machines and free-weights”*

Activity – Teacher Designed Lesson – Developing Strength utilizing Fitness Center (rotate through all strength training machines – safety/reps/weights/sets)

Post Assessment: Pre – Assessment: Identify Strength Training Activities that you find challenging and enjoyable

Lesson # 10 Focus: Introduction to Flexibility – Yoga/Static and Dynamic Stretching/Range of Motion/Injury Prevention

Standard *“Identifies types of strength exercises and stretching exercises for personal fitness development”* and *“Identifies stress-management strategies to reduce stress”*.

Activity – Teacher Designed Lesson – Exploration of Yoga, Static and Dynamic Stretching/Pilates/Tai Chi

Pre – Assessment – Identify Flexibility activities that you find challenging and enjoyable

Lesson # 11 Focus: Introduction to Flexibility – Yoga/Static and Dynamic Stretching/Range of Motion/Injury Prevention

Standard *“Identifies types of strength exercises and stretching exercises for personal fitness development”* and *“Identifies stress-management strategies to reduce stress”*.

Activity – Teacher Designed Lesson – Exploration of Yoga, Static and Dynamic Stretching/Pilates/Tai Chi

Lesson # 12 Focus: Introduction to Flexibility – Yoga/Static and Dynamic Stretching/Range of Motion/Injury Prevention

Standard *“Identifies types of strength exercises and stretching exercises for personal fitness development”* and *“Identifies stress-management strategies to reduce stress”*.

Activity – Teacher Designed Lesson – Exploration of Yoga, Static and Dynamic Stretching/Pilates/Tai Chi

Post Assessment - – Identify Flexibility activities that you find challenging and enjoyable

Lesson # 13 Focus: Create Personalized Fitness Plan

Standards *“Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work”*, *“Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings”*, *“Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity”*.

Activity – Teacher Designed Lesson

Post Assessment – Pacer, Curl Up, Push – Up, Body Comp.

Lesson # 14 Focus: Create Personalized Fitness Plan

Standards “*Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work*”, “*Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings*”, “*Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity*”.

Activity – *Teacher Designed Lesson*

Post Assessment – *Pacer, Curl Up, Push – Up, Body Comp.*

Lesson # 15 Focus: Create Personalized Fitness Plan

Standards “*Designs a fitness program, including all components of health-related fitness, for a college student and an employee in the learner’s chosen field of work*”, “*Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings*”, “*Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity*”.

Activity – *Teacher Designed Lesson*

Post Assessment – *Pacer, Curl Up, Push – Up, Body Comp.*

Name of Unit: Swim Development/Aquatic Fitness

Grade Level: Grade 9

Lessons: 7

Stage 1 Desired Results		
<p>ESTABLISHED GOALS (G) S1.H1 – Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities. S1.H3.L1 – Demonstrates competency in 1 or more specialized skills in health-related fitness activities S2.H1 – Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. S2.H2 – Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill. S2.H3 – Creates a practice plan to improve performance for a self-selected skill. S3.H4 – Evaluates – according to their benefits, social support network, and participation requirements – activities that can be pursued in the local environment. S3.H5- Evaluates risks and safety factors that might affect physical activity preferences throughout the life cycle. S3.H11 – Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle in college or career settings. S4.H1 – Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed. S4.H2 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. S4.H5 – Applies best practices for participating safely in physical activity, exercise and dance. S5.H2 – Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.</p>	<p>Transfer (T)</p> <p><i>Students will be able to demonstrate the front crawl, backstroke, side stroke and elementary backstroke competently for 100 meters as well as tread water for 5 minutes to maintain and enhance personal fitness levels.</i></p>	
	<p>Meaning (M)</p>	
	<p>UNDERSTANDINGS (U)</p> <p>Students will understand that . . .</p> <p>Swimming is lifelong skill</p> <p>Swimming performance can be improved with practice</p> <p>Swimming can improve cardiovascular endurance</p> <p>Swimming is considered a low impact exercise</p> <p>Identifying swimming ability/limitations is essential to promote personal safety in the water</p>	<p>ESSENTIAL QUESTIONS (Q)</p> <p>Why is swimming an essential life skill?</p> <p>How can I improve stroke performance?</p> <p>Why is swimming a great way to enhance personal health and fitness?</p> <p>Is swimming considered a lifetime activity? Why?</p> <p>What are the best practices for staying safe in and around water?</p>
	<p>Acquisition (A)</p>	
<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>Best practices for staying safe in and</p>	<p>Skills (S)</p> <p>Students will be able to . . .</p> <p>Apply swimming/aquatic terminology (covered in</p>	

<p>WIDA ELL Standard(s)</p>	<p>around water</p> <p>Three benefits of swimming (low-impact cardio, build muscle mass, burn calories).</p> <p>How to modify skills to achieve desired outcomes</p> <p>That practice is the best way to improve stroke performance</p> <p>That swimming is an essential life saving skill</p>	<p>the unit) appropriately and in context.</p> <p>Demonstrate competency in one or more swimming strokes.</p> <p>Perform 5 strokes: front crawl, backstroke, side stroke, breast stroke, elementary back stroke.</p> <p>Tread water consistently for 5 minutes</p> <p>Meet proficiency standards for the 100 meter swim assessment by the end of the unit.</p>
------------------------------------	--	--

Stage 2 – Evidence

<p>Evaluative Criteria</p>	<p>Assessment Evidence</p>
<p>Standards Based Portfolio – Folder</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	<p>Evidence student is able to - Apply the correct terminology associated swim development and aquatic fitness</p> <p>Evidence student is able to - Apply best practices for participating safely in swim development and aquatic fitness</p> <p>Evidence student is able to - Analyze the health benefits of swimming.</p> <p>Evidence student is able to - Demonstrate competency in one or more swimming strokes</p> <p>Evidence student is able to – Tread water consistently for 5 minutes</p> <p>Evidence student is able to – Meet proficiency standards for the 100 meter swim assessment</p>

If student is not able to pass tread and swim test they will need to be informed that that they will need to enroll in the swim development/aquatic fitness course to meet graduation requirement

Stage 3 – Learning Plan

LESSONS:

Lesson # 1 Focus: Introduction to Swim Development/Aquatic Fitness – Standard “– *Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately*”

Activity – Teacher designed lesson that includes Vocabulary Review, Overview of Unit, Best practices for Water Safety

Pre- Assessment 100 meter Swim Test/5 Min. Tread – Place students into swim level

Lesson # 2 Focus: Introduction of Stroke Development

Activity –(American Red Cross Lesson) that incorporates stroke development for all swim levels and aquatic fitness game/activity

Pre-Assessment – PBA All strokes

Lesson # 3 Focus: Stroke Development: Front Crawl

Activity –(American Red Cross Lesson) that incorporates stroke development for all swim levels and aquatic fitness game/activity

Assessment – PBA Front Crawl

Lesson # 4 Focus: Focus: Stroke Development: Back Crawl

Activity –(American Red Cross Lesson) that incorporates stroke development for all swim levels and aquatic fitness game/activity

Assessment – PBA Back Crawl

Lesson # 5 Focus: Stroke Development: Side Stroke

Activity –(American Red Cross Lesson) that incorporates stroke development for all swim levels and aquatic fitness game/activity

Assessment – PBA Side Stroke

Lesson # 6 Focus: Stroke Development: Elementary Back Stroke

Activity –(American Red Cross Lesson) that incorporates stroke development for all swim levels and aquatic fitness game/activity

Assessment – PBA Elementary Back Stroke

Lesson # 7 Focus: Stroke Assessment/Tread Assessment

Activity: Stroke/Tread Assessment

Post Assessment: 100 meter swim test/5 min. Tread (final swim level identified)

Name of Unit: Net Games

Grade Level: Grade 9

Lessons: 6

Stage 1 Desired Results	
<p>ESTABLISHED GOALS (G) S1.M12.8 - Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall games such as badminton, volleyball or pickle ball) S1.M14.8 – Demonstrates the mature form of forehand and backhand strokes with a short or long handled implement with power and accuracy in net games such as pickle ball, tennis, badminton or paddle ball. S1.M15.8 – Transfers weight with correct timing using low to high striking pattern with a long – handled implement on the backhand side S1.M16.8 – Forehand and backhand volleys with a mature form and control using a short-handled implement during modified game play. S2.M7.8 – Creates open space in net/wall games with either a long or short handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back. S2.M9.8 – Varies placement, force and timing of return to prevent anticipation by opponent. S1.H1.L1 – Demonstrates competency and/or refines activity – specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games) S2.H1.L1 – Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits appropriately) S2.H2.L1 – Uses movement concepts and principles (force, motion, and rotation) to analyze and improve performance of self and/or others in a selected skill. S4.H1.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social</p>	<i>Transfer (T)</i>
	Students will be able to apply acquired knowledge, manipulative and non-manipulative skills through the participation of net/wall games.
	<i>Meaning (M)</i>
	<p>UNDERSTANDINGS (U) Students will understand that . . . The ability to perform manipulative skills is critical to being successful in net/wall games. Manipulative skills can be improved with practice. Reaction time and agility are essential skills to being successful in net/wall games. There are many competitive strategies that can be utilized in net/wall games. Demonstrating respect for self and opponent is critical to the success for net/wall game play.</p>
<i>Acquisition (A)</i>	
<p>Knowledge (K) Students will know . . .</p>	<p>Skills (S) Students will be able to . . .</p>

<p>dance. S4.H4.L1 – Uses communication skills and strategies that promote team/group dynamics S4.H5.L1 – Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection) WIDA ELL Standard(s)</p>	<p>How to execute a variety of offensive and defensive strategies in net/wall games</p> <p>Student will know rules and game play etiquette for Nitro Ball and Pickle Ball.</p> <p>How to execute a variety of manipulative skills used in net/wall games</p> <p>How to modify skills to achieve desired outcomes</p>	<p>Describe and effectively demonstrate defensive and offensive strategies utilized in pickle ball and nitro ball.</p> <p>Demonstrate competency when serving to an opponent in pickle ball and nitro ball.</p> <p>Summarize proper etiquette and rules for nitro ball and pickle ball</p> <p>Demonstrate sportsmanship and respect for self and opponent.</p>
---	--	--

Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence
<p>Standards Based Portfolio – Folder</p> <p>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</p>	<p>Evidence that student is able to: Use movement concepts and principles (force, motion, and rotation) to analyze and improve performance of self and/or others in a selected skill (serve and pass).</p> <p>Evidence that student is able to: Demonstrate competency and/or refines activity – specific movement skills in two or more lifetime activities (outdoor pursuits, individual performance activities, aquatics, net/wall games or target games)</p> <p>Evidence that student is able to: Exhibit proper etiquette, respect for others and teamwork while engaging in Pickle Ball and Nitro Ball</p>

Stage 3 – Learning Plan

LESSONS:

Lesson # 1 Focus: Introduction to Pickle Ball: Vocabulary, Strategies and Tactics – Standard *“Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)”*

Activity: Pickle Ball 1 - Rules, Skills, Etiquette, Equipment, Safety, Singles Game

Lesson # 2 Focus: Underhand Serve: Pickle Ball - Standard *“Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall game such as badminton, volleyball or pickle ball)*

Activity: Pickle Ball 2 – Review Serve, Etiquette, Rules, Skills, offensive and defensive strategies – Singles or Doubles Game

Assessment: PBA – Underhand Serve

Lesson # 3 Focus: Offensive and Defensive Tactics and Strategies – Standard *“Creates open space in net/wall games with either a long or short handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back” and “Varies placement, force and timing of return to prevent anticipation by opponent”.*

Activity: Pickle Ball 3 – Doubles Tournament

Assessment: Strategies, Tactics, Skills, Rules and Etiquette of Pickle Ball (PBA or written)

Lesson # 4 Focus: Focus: Introduction to Nitro Ball: Vocabulary, Strategies and Tactics – Standard *“Applies best practices for participating safely in physical activity, exercise and dance (injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection)”*

Activity: Nitro Ball 1 - Rules, Skills, Etiquette, Equipment, Safety, 6 v. 6 Games

Lesson # 5 Focus: Serve: Nitro Ball - Standard *“Executes consistently (at least 70% of the time) a legal underhand serve for distance and accuracy for net/wall game such as badminton, volleyball or pickle ball)*

Activity: Nitro Ball 2 – Review Serve, Etiquette, Rules, Skills, offensive and defensive strategies – 6 v. 6 Games

Assessment: PBA – Underhand Serve

Lesson # 6 Focus: Offensive and Defensive Tactics and Strategies – Standard *“Creates open space in net/wall games with either a long or short handled implement by varying force or direction, or by moving opponent from side to side and/or forward and back” and “Varies placement, force and timing of return to prevent anticipation by opponent”.*

Activity: Nitro Ball 3 – 6 v. 6 Tournament

Assessment: Strategies, Tactics, Skills, Rules and Etiquette of Nitro Ball (PBA or written)

