

Name of Unit: Unit # 1 - Introduction to Wellness

Grade Level: Grade 10

Lessons: 1

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>                      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><b>WIDA ELL Standard(s)</b></p>	<b>Transfer (T)</b>	
	Students will be able to identify and demonstrate the expected classroom norms and rules necessary for academic and personal success in 10th grade Wellness.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></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><b>ESSENTIAL QUESTIONS (Q)</b></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>
	<b>Acquisition (A)</b>	
<p><b>Knowledge (K)</b></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><b>Skills (S)</b></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>	



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

Grade Level: Grade 10

Lessons: 4

<b>Stage 1 Desired Results</b>		
<p><b>ESTABLISHED GOALS (G)</b>                      S4.H1.L1 – Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately, as needed.                      S4.H2.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance.                      S4.H3.L2 – Assumes a leadership role in physical activity setting                      S4.H4.L1 – Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.                      S4.H5.L1 – Applies best practices for participating safely in physical activity, exercise and dance.                      S5.H2.L1 – Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.                      S5.H4.L2 – Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.  <b>WIDA ELL Standard(s)</b></p>	<b>Transfer (T)</b>	
	<p>Students will be able to apply acquired communication skills, strategies and knowledge to promote positive and productive interactions in a group or team setting.</p>	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>Exhibiting proper etiquette and respect for others promotes and maintains a safe and productive group setting.</p> <p>Employing self-management skills to analyze barriers in teamwork settings and modifying appropriately is a lifelong skill.</p> <p>Collaboration and teamwork allows people to be more successful.</p> <p>There is value in risk-taking.</p> <p>Effective communication and problem solving skills are critical for success in life.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>How does demonstrating proper etiquette and respect for others promote and maintain a safe and productive group setting?</p> <p>How can I identify barriers in a teamwork setting?</p> <p>What can I learn about myself by participating in team building activities?</p> <p>How does participating in team building affect a group?</p> <p>How do you assess risks in order to make appropriate decisions?</p> <p>What do you learn from success or failure?</p>
	<b>Acquisition (A)</b>	
<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p>	<p><b>Skills (S)</b></p> <p>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>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	<p>Evidence student is able to – Assumes a leadership role in physical activity setting</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> <p>Evidence student is able to – Apply best practices for participating safely in community building activities</p>

	<p>Evidence student is able to – Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance.</p>
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**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 *“Assumes a leadership role in a physical activity setting”*

Activity - Teacher designed lesson

Lesson # 3 Focus: Problem Solving – Standard *“Accepts others` ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects”*

Activity – Teacher designed lesson

Lesson # 4 Focus: Trust - Standard *“Evaluates the opportunity for social interaction and social support in a self-selected physical activity or dance”*

Activity - Teacher designed lesson

Name of Unit: Cardio Respiratory Fitness

Grade Level: Grade 10

Lessons: 8

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>                      S1.H1.L1 – 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.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.                      S3.H5.L2 – Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college and career settings.                      S3.H8.L1 – Relates physiological responses to individual levels of fitness and nutrition balance.                      S3.H8.L2- Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)                      S3.H10.L2- Adjusts pacing to keep rate in target zone, using available technology.                      S3.H11.L2- Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)                      S4.H12.L2 – Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.</p> <p><b>WIDA ELL Standard(s)</b></p>	<b>Transfer (T)</b>	
	<p><i>Continuously assess and apply acquired skills, strategies and knowledge to improve and maintain cardio respiratory fitness/health.</i></p> <p><i>Design a personalized fitness plan to enhance individual goals regarding cardio respiratory fitness levels.</i></p>	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>There are multiple ways to enhance cardio respiratory fitness.</p> <p>Cardio Respiratory fitness is critical to both physical and mental health.</p> <p>Cardio respiratory exercise strengthens the heart and lungs.</p> <p>Maintaining cardio respiratory fitness is a lifelong pursuit.</p> <p>There are many strategies to enhance cardio respiratory fitness.</p> <p>There is a positive correlation between cardio respiratory fitness, academic success and mental well-being.</p> <p>They have a responsibility to take</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>How does cardio respiratory fitness impact overall physical health?</p> <p>What do you need to know and be able to do to enhance or maintain cardio respiratory health?</p> <p>How can I use exercise to reduce stress?</p> <p>How can you assess, monitor, maintain and improve cardio respiratory fitness?</p>

	<p>control of their own fitness and health/wellbeing</p>	
<b>Acquisition (A)</b>		
	<p><b>Knowledge (K)</b></p> <p>The impact of training in their target heart rate zone</p> <p>Pace will directly determine individual heart rate</p> <p>How body systems interact and respond during cardio respiratory activities</p> <p>That working in the target heart rate zone is the most effective way to improve and maintain cardio respiratory fitness</p> <p>Deep breathing is an effective strategy to increase performance and reduce stress throughout cardio respiratory activities</p> <p>How to assess cardio respiratory fitness levels.</p> <p>Duration and frequency of activities directly affects cardio respiratory health.</p> <p>Strategies for maintaining or improving cardio respiratory fitness.</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Adjust pacing to keep rate in target zone, using available technology.</p> <p>Develops and maintains a fitness portfolio based upon a Cardio Respiratory Fitness goal</p> <p>Analyzes Cardio Respiratory Fitness in relation to life and career goals, and design an appropriate fitness program to meet personal goals.</p>

Stage 2 – Evidence	
Evaluative Criteria	Assessment Evidence
Standards Based Portfolio – Folder  <b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b>	Evidence that student is able to: Analyze the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college and career settings.  Evidence that student is able to: Identify the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)  Evidence that student is able to: Adjust pacing to keep rate in target zone, using available technology.  Evidence that student is able to: Analyze the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.
*	OTHER EVIDENCE:

### Stage 3 – Learning Plan

#### LESSONS:

Lesson # 1 Focus: Cardio Respiratory Fitness – Non – Traditional Training ( no fitness center )

Standard *“Calculates target heart rate and applies that information to a personal fitness plan” and “Adjusts pacing to keep heart rate in the target zone, using available technology” and “Applies rates of perceived exertion and pacing”*

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

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

Pre – Assessment: PACER

Lesson # 2 Focus: Cardio Respiratory Fitness – Non – Traditional Training (no fitness center )

Standard *“Calculates target heart rate and applies that information to a personal fitness plan” “Calculates target heart rate and applies that information to a personal fitness plan” and “Adjusts pacing to keep heart rate in the target zone, using available technology” and “Applies rates of perceived exertion and pacing”*

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

Lesson # 3 Focus: Cardio Respiratory Fitness – Internal Training

Standard *“Calculates target heart rate and applies that information to a personal fitness plan “Adjusts pacing to keep heart rate in the target zone, using available technology” and” Applies rates of perceived exertion and pacing”*

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

Lesson # 4 Focus: Cardio Respiratory Fitness – Interval Training

Standard *“Calculates target heart rate and applies that information to a personal fitness plan” “Calculates target heart rate and applies that information to a personal fitness plan” and “Adjusts pacing to keep heart rate in the target zone, using available technology” and” Applies rates of perceived exertion and pacing”*

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

Lesson # 5 Focus: Focus: – Cardio Respiratory Fitness- Utilizing Fitness Center

Standard *“Calculates target heart rate and applies that information to a personal fitness plan” and “Calculates target heart rate and applies that information to a personal fitness plan” and “Adjusts pacing to keep heart rate in the target zone, using available technology” and” Applies rates of perceived exertion and pacing”*

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 # 6 Focus: Focus: – Cardio Respiratory Fitness- Utilizing Fitness Center

Standard *“Calculates target heart rate and applies that information to a personal fitness plan” and “Calculates target heart rate and applies that information to a personal fitness plan” and “Adjusts pacing to keep heart rate in the target zone, using available technology” and” Applies rates of perceived exertion and pacing”*

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: Create Personalized Fitness Plan to Improve Cardio Respiratory Fitness

Standards *“Creates a plan, trains for and participates in a community event with a focus on physical activity” and “ Develops and maintains a fitness portfolio” and “ Analyzes the components of skill related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” “Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase”*

Activity – Teacher Designed Lesson

Post Assessment – Pacer

Lesson # 8 Focus: Focus: Create Personalized Fitness Plan to Improve Cardio Respiratory Fitness

Standards *“Creates a plan, trains for and participates in a community event with a focus on physical activity” and “ Develops and maintains a fitness portfolio” and “ Analyzes the components of skill related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” “Creates a snack plan for before, during and after exercise that addresses nutrition needs for each phase”*

Activity – Teacher Designed Lesson

Post Assessment – Pacer

Name of Unit: Fitness Based Games 1

Grade Level: Grade 10

Lessons: 4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>            S2.H2.L2 – Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.            S2.H2.L2 – Describes the speed and accuracy trade-off in throwing and striking skills.            S2.H3.L2- Identifies the strategies of learning a motor skill.            S3.H10.L2- Adjusts pacing to keep rate in target zone, using available technology.            S3.H3.L2 – Applies rates of perceived exertion and pacing.            S4.H12.L2 – Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.            S4.H1.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social 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)</p> <p><b>WIDA ELL Standard(s)</b></p>	<b><i>Transfer (T)</i></b>	
	Students will be able to analyze personal health benefits of participating in fitness based games	
	<b><i>Meaning (M)</i></b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>There are multiple ways to enhance physical fitness.</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><b>ESSENTIAL QUESTIONS (Q)</b></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>
	<b><i>Acquisition (A)</i></b>	
<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p> <p>The 5 components of health-related</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Calculate and monitor target heart rate</p>	

	<p>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>Strategies for analyzing and improving performance.</p> <p>Strategies for maintaining or improving physical fitness.</p>	<p>Identify exercises that improve the 5 components of health-related fitness</p> <p>Discuss the benefits of a physically active lifestyle</p> <p>Apply terminology (covered in the unit) appropriately and in context.</p> <p>Analyze and improve performance of a skill.</p>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	<p>Evidence student is able to - Describes the speed and accuracy trade-off in throwing and striking skills.</p> <p>Evidence student is able to - Identifies the strategies of learning a motor skill.</p> <p>Evidence student is able to - Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.</p>

	<b>Stage 3 – Learning Plan</b>
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**LESSONS:**

Lesson 1: Focus – Improving Cardio Respiratory Fitness through Small Group Games

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills” and “Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” and “Adjusts pacing to keep rate in target zone, using available technology”*

Activity – Fitness Based Ultimate Games ( Handball, Football, Frisbee) *no more than 5 V. 5*

Lesson 2: Focus – Improving Cardio Respiratory Fitness through Small Group Games

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills” and “Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” and “Adjusts pacing to keep rate in target zone, using available technology”*

Activity – Fitness Based Ultimate Games ( Handball, Football, Frisbee) *no more than 5 V. 5*

Lesson 3: Focus – Improving Cardio Respiratory Fitness through Small Group Games

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills” and “Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” and “Adjusts pacing to keep rate in target zone, using available technology”*

Activity – Fitness Based Ultimate Games (Handball, Football, Frisbee) *no more than 5 V. 5*

Lesson 4 : Focus – Improving Cardio Respiratory Fitness through Small Group Games

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills” and “Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals” and “Adjusts pacing to keep rate in target zone, using available technology”*

Activity – Fitness Based Ultimate Games ( Handball, Football, Frisbee) *no more than 5 V. 5*

Name of Unit: Net Games 1

Grade Level: Grade 10

Lessons: 4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>                      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.                      S2.H2.L2 – Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.                      S2.H2.L2 – Describes the speed and accuracy trade-off in throwing and striking skills.                      S2.H3.L2- Identifies the strategies of learning a motor skill.                      S4.H1.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social 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)  <b>WIDA ELL Standard(s)</b></p>	<b><i>Transfer (T)</i></b>	
	Students will be able to apply acquired knowledge, manipulative and non-manipulative skills through the participation of net/wall games.	
	<b><i>Meaning (M)</i></b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>The ability to perform manipulative skills is critical to being successful in net/wall games.</p> <p>Manipulative skills can be improved with practice.</p> <p>Reaction time and agility are essential skills to being successful in net/wall games.</p> <p>There are many competitive strategies that can be utilized in net/wall games.</p> <p>Demonstrating respect for self and opponent is critical to the success for net/wall game play.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>How can I effectively apply manipulative and non-manipulative skills during net/wall games?</p> <p>What tactics and strategies do I need in order to successfully participate in net games?</p>
	<b><i>Acquisition (A)</i></b>	
Knowledge (K)	Skills (S)	

	<p>Students will know . . .</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 Badminton</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>Students will be able to . . .</p> <p>Describe and effectively demonstrate defensive and offensive strategies utilized in Badminton</p> <p>Demonstrate competency when serving to an opponent in Badminton</p> <p>Summarize proper etiquette and rules for Badminton</p> <p>Demonstrate sportsmanship and respect for self and opponent.</p>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></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 Badminton</p>

**Stage 3 – Learning Plan**

**LESSONS:**

Lesson # 1 Focus: Introduction to Badminton: 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: Badminton 1 - Rules, Skills, Etiquette, Equipment, Safety, Singles Game

Lesson # 2 Focus: Strategies and Tactics of Badminton – Singles

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills”* and *“Identifies the strategies of learning a motor skill”*.

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

Assessment: PBA – Underhand Serve and Clear

Lesson # 3 Focus: Strategies and Tactics of Badminton – Doubles

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills”*.

Activity: Badminton 3 – Review Serve, Etiquette, Rules, Skills, offensive and defensive strategies – Singles or Doubles Game

Assessment: PBA – Drop Shot and Smash

Lesson # 4 Focus: Strategies and Tactics of Badminton – Tournament

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills”* and *“Identifies the strategies of learning a motor skill”*.

Activity: Badminton 4 – Review Serve, Etiquette, Rules, Skills, offensive and defensive strategies – Singles or Doubles Game

Name of Unit: Unit # 6 – Enhancing Muscular Strength and Endurance

Grade Level: Grade 10

Lessons: 8

Stage 1 Desired Results				
<p><b>ESTABLISHED GOALS (G)</b>            S1.H1.L1 – Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.            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.            S3.H5.L2 – Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college and career settings.            S3.H7.L2 – Designs and implements strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.            S3.H8.L1 – Relates physiological responses to individual levels of fitness and nutrition balance.            S3.H8.L2- Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)            S3.H9.L2 – Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.            S3.H11.L2- Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)            S4.H1.L2- Examines moral and ethical conduct in specific competitive situations ( e.g. intentional fouls, performance – enhancing substances, gambling, current events in sports)            S4.H12.L2 – Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.            S4.H5. - Applies best practices for participating safely in</p>	<b>Transfer (T)</b>			
	<p><i>Continuously assess and apply acquired skills, strategies and knowledge to improve and maintain muscular strength and endurance.</i></p> <p><i>Design a personalized fitness plan to enhance individual goals regarding muscular strength and endurance</i></p>			
	<b>Meaning (M)</b>			
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left;">UNDERSTANDINGS (U)</th> <th style="width: 50%; text-align: left;">ESSENTIAL QUESTIONS (Q)</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <p>Students will understand that . . .</p> <p>There are many different ways to enhance muscular strength and endurance</p> <p>Demonstrating proper technique prevents injuries</p> <p>Enhancing muscular strength and endurance impacts bone density</p> </td> <td style="vertical-align: top;"> <p>Why is strength training an essential component of overall health?</p> <p>What are the different types of strength exercise?</p> <p>How will developing muscular strength and endurance help me now and in the future?</p> </td> </tr> </tbody> </table>	UNDERSTANDINGS (U)	ESSENTIAL QUESTIONS (Q)	<p>Students will understand that . . .</p> <p>There are many different ways to enhance muscular strength and endurance</p> <p>Demonstrating proper technique prevents injuries</p> <p>Enhancing muscular strength and endurance impacts bone density</p>
UNDERSTANDINGS (U)	ESSENTIAL QUESTIONS (Q)			
<p>Students will understand that . . .</p> <p>There are many different ways to enhance muscular strength and endurance</p> <p>Demonstrating proper technique prevents injuries</p> <p>Enhancing muscular strength and endurance impacts bone density</p>	<p>Why is strength training an essential component of overall health?</p> <p>What are the different types of strength exercise?</p> <p>How will developing muscular strength and endurance help me now and in the future?</p>			
<b>Acquisition (A)</b>				
<p><b>Knowledge (K)</b></p> <p>Students will know.....</p> <p>Terminology associated with muscular strength and endurance: ( isometric, concentric, eccentric)</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Identify the structure of skeletal muscle and fiber types as they relate to muscle development</p> <p>Identify the different energy systems used in selected strength training exercises</p>			

<p>physical activity, exercise and dance.</p> <p><b>WIDA ELL Standard(s)</b></p>	<p>The difference between training for muscular strength and muscular endurance</p> <p>How to create/develop a personal strength training program that is tailored to individual fitness goals</p> <p>Best practices for participating safely in strength training exercises</p>	<p>Relate physiological responses to individual levels of fitness and nutrition balance</p> <p>Design and implement strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	<p>Evidence that student is able to - Identify types of strength exercises and stretching exercises for personal fitness development.”</p> <p>Evidence that student is able to - Identify the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)”</p> <p>Evidence that student is able to - Identify the structure of skeletal muscle and fiber types as they relate to muscle development”</p> <p>Evidence that student is able to - Apply best practices for participating safely in physical activity, exercise and dance”.</p>

**Stage 3 – Learning Plan**

LESSONS:

Lesson # 1 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.*” and “*Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)*” and “*Identifies the structure of skeletal muscle and fiber types as they relate to muscle development*” and “*Applies best practices for participating safely in physical activity, exercise and dance*”.

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 # 2 Focus: Strength Training/Muscular Strength and Endurance – Utilizing Body Weight

Standard “*Identifies types of strength exercises and stretching exercises for personal fitness development.*” and “*Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)*” and “*Identifies the structure of skeletal muscle and fiber types as they relate to muscle development*” and “*Applies best practices for participating safely in physical activity, exercise and dance*”.

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

Lesson # 3 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*” and “*Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)*” and “*Identifies the structure of skeletal muscle and fiber types as they relate to muscle development*” and “*Applies best practices for participating safely in physical activity, exercise and dance*”.

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

Lesson # 4 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*” and “*Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)*” and “*Identifies the structure of skeletal muscle and fiber types as they relate to muscle development*” and “*Applies best practices for participating safely in physical activity, exercise and dance*”.

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

Lesson # 5 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” and “Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)” and “Identifies the structure of skeletal muscle and fiber types as they relate to muscle development” and “Applies best practices for participating safely in physical activity, exercise and dance”.*

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

Lesson # 6 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” and “Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)” and “Identifies the structure of skeletal muscle and fiber types as they relate to muscle development” and “Applies best practices for participating safely in physical activity, exercise and dance”.*

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

Lesson # 7 Focus: Create Personalized Fitness Plan – Muscular Strength and Endurance

Standard *“Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)” and “Designs and implements strength and conditioning program that develops balance in opposing muscle groups ( agonist/antagonist) and supports a healthy, active lifestyle”*

Activity – Teacher Designed Lesson

Post Assessment –Curl Up and Push – Up

Lesson # 8 Focus: Create Personalized Fitness Plan – Muscular Strength and Endurance

Standard *“Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)” and “Designs and implements strength and conditioning program that develops balance in opposing muscle groups ( agonist/antagonist) and supports a healthy, active lifestyle”*

Activity – Teacher Designed Lesson

Post Assessment –Curl Up and Push – Up

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: # 7 - Fitness Based Games 2

Grade Level: Grade 10

Lessons: 4

<b>Stage 1 Desired Results</b>														
<p><b>ESTABLISHED GOALS (G)</b>                      S2.H2.L2 – Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.                      S2.H2.L2 – Describes the speed and accuracy trade-off in throwing and striking skills.                      S2.H3.L2- Identifies the strategies of learning a motor skill.                      S3.H10.L2- Adjusts pacing to keep rate in target zone, using available technology.                      S3.H3.L2 – Applies rates of perceived exertion and pacing.                      S4.H12.L2 – Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.                      S4.H1.L1 – Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social 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)</p> <p><b>WIDA ELL Standard(s)</b></p>	<b><i>Transfer (T)</i></b>													
	Students will be able to analyze personal health benefits of participating in fitness based games													
	<b><i>Meaning (M)</i></b>													
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: left; vertical-align: top;">UNDERSTANDINGS (U)</th> <th style="width: 50%; text-align: left; vertical-align: top;">ESSENTIAL QUESTIONS (Q)</th> </tr> </thead> <tbody> <tr> <td>Students will understand that . . .</td> <td>Why should people be physically fit?</td> </tr> <tr> <td>There are multiple ways to enhance physical fitness.</td> <td>What do you need to know and be able to do to enhance or maintain physical fitness?</td> </tr> <tr> <td>There are strategies to improve performance.</td> <td>How can I use exercise to reduce stress?</td> </tr> <tr> <td>There is a positive correlation between physical fitness and academic success, health, mental well-being.</td> <td>How can you monitor and maintain/improve fitness?</td> </tr> <tr> <td>They have a responsibility to take control of their own fitness and health/wellbeing.</td> <td>What are the ways that I can be physically active?</td> </tr> <tr> <td></td> <td>How can I improve performance?</td> </tr> </tbody> </table>	UNDERSTANDINGS (U)	ESSENTIAL QUESTIONS (Q)	Students will understand that . . .	Why should people be physically fit?	There are multiple ways to enhance physical fitness.	What do you need to know and be able to do to enhance or maintain physical fitness?	There are strategies to improve performance.	How can I use exercise to reduce stress?	There is a positive correlation between physical fitness and academic success, health, mental well-being.	How can you monitor and maintain/improve fitness?	They have a responsibility to take control of their own fitness and health/wellbeing.	What are the ways that I can be physically active?	
UNDERSTANDINGS (U)	ESSENTIAL QUESTIONS (Q)													
Students will understand that . . .	Why should people be physically fit?													
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There is a positive correlation between physical fitness and academic success, health, mental well-being.	How can you monitor and maintain/improve fitness?													
They have a responsibility to take control of their own fitness and health/wellbeing.	What are the ways that I can be physically active?													
	How can I improve performance?													
	<b><i>Acquisition (A)</i></b>													
<p>Knowledge (K)</p> <p>Students will know . . .</p> <p>The 5 components of health-related fitness</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</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>Strategies for analyzing and improving performance.</p> <p>Strategies for maintaining or improving physical fitness.</p>	<p>of health-related fitness</p> <p>Discuss the benefits of a physically active lifestyle</p> <p>Apply terminology (covered in the unit) appropriately and in context.</p> <p>Analyze and improve performance of a skill.</p>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	<p>Evidence student is able to - Describes the speed and accuracy trade-off in throwing and striking skills.</p> <p>Evidence student is able to - Identifies the strategies of learning a motor skill.</p> <p>Evidence student is able to - Uses movement concepts and principles to analyze and improve performance of self and/or others in a selected skill.</p>

**Stage 3 – Learning Plan**

**LESSONS:**

Lesson 1: Focus – Improving Cardio Respiratory Fitness through Team Sports

Standard “*Describes the speed and accuracy trade-off in throwing and striking skills*” and “*Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals*” and “*Adjusts pacing to keep rate in target zone, using available technology*”

Activity – Fitness Based Team Sports (Futsal, OmniKin, Tchouchball )

Lesson 2: Focus – Improving Cardio Respiratory Fitness through Team Sports

Standard “*Describes the speed and accuracy trade-off in throwing and striking skills*” and “*Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals*” and “*Adjusts pacing to keep rate in target zone, using available technology*”

Activity – Fitness Based Team Sports (Futsal, OmniKin, Tchouchball )

Lesson 3: Focus – Improving Cardio Respiratory Fitness through Team Sports

Standard “*Describes the speed and accuracy trade-off in throwing and striking skills*” and “*Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals*” and “*Adjusts pacing to keep rate in target zone, using available technology*”

Activity – Fitness Based Team Sports (Futsal, OmniKin, Tchouchball )

Lesson 4 : Focus – Improving Cardio Respiratory Fitness through Team Sports

Standard “*Describes the speed and accuracy trade-off in throwing and striking skills*” and “*Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals*” and “*Adjusts pacing to keep rate in target zone, using available technology*”

Activity – Fitness Based Team Sports (Futsal, OmniKin, Tchouchball )

Name of Unit: Unit # 8 – Flexibility, Injury Prevention and Stress Reduction

Grade Level: Grade 10

Lessons: 8

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>                      S1.H1.L1 – Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities.                      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.                      S3.H5.L2 – Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college and career settings.                      S3.H7.L2 – Designs and implements strength and conditioning program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.                      S3.H8.L1 – Relates physiological responses to individual levels of fitness and nutrition balance.                      S3.H8.L2- Identifies the different energy systems used in a selected physical activity ( adenosine, triphosphate, and phosphocreatine, anaerobic glycolysis, aerobic)                      S3.H9.L2 – Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.                      S3.H11.L2- Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)                      S3.H14.L2 – Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.                      S4.H1.L2- Examines moral and ethical conduct in specific competitive situations ( e.g. intentional fouls, performance – enhancing substances, gambling, current events in sports)                      S4.H12.L2 – Analyzes the components of skill-related fitness in relation to life and career goals, and designs an appropriate fitness program for those goals.</p>	<b>Transfer (T)</b>	
	<p><i>Continuously assess and apply acquired skills, strategies and knowledge to improve and maintain flexibility.</i></p> <p><i>Design a personalized fitness plan to enhance individual goals regarding flexibility, injury prevention and stress reduction.</i></p>	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>There are many different ways to enhance flexibility and reduce stress.</p> <p>Demonstrating proper technique prevents injuries</p> <p>Improving flexibility increases range of motion and helps prevent injury.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>Why is flexibility and injury prevention an essential component of overall health?</p> <p>How will improving flexibility help me now and in the future?</p>
<b>Acquisition (A)</b>		
<p><b>Knowledge (K)</b></p> <p>Students will know.....</p> <p>Terminology associated with flexibility and injury prevention</p> <p>How to create/develop a personal training program that is tailored to individual fitness goals</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</p> <p>Identify the structure of skeletal muscle and fiber types as they relate to muscle development</p> <p>Apply stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.</p>	

<p>S4.H5. - Applies best practices for participating safely in physical activity, exercise and dance.</p> <p><b>WIDA ELL Standard(s)</b></p>	<p>How to reduce and prevent stress through physical activity and exercise.</p> <p>Best practices for participating safely in physical activity, exercise and dance.</p>	<p>Relate physiological responses to individual levels of fitness and nutrition balance</p> <p>Design and implement flexibility program that develops balance in opposing muscle groups (agonist/antagonist) and supports a healthy, active lifestyle.</p>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></p>	<p>Evidence that student is able to - Identify types of strength exercises and stretching exercises for personal fitness development.”</p> <p>Evidence that student is able to - Apply stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress</p> <p>Evidence that student is able to - Apply best practices for participating safely in physical activity, exercise and dance”.</p>

**Stage 3 – Learning Plan**

LESSONS:

Lesson # 1 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) 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 # 2 Focus: 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”.

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

Lesson # 3 Focus: 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”.

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

Lesson # 4 Focus: 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”.

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

Lesson # 5 Focus: 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”.

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

Lesson # 6 Focus: 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*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”.

Lesson # 7 Focus: Create Personalized Fitness Plan – Improve Flexibility, Injury Prevention, Stress Reduction

Standard “*Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)*” and “*Identifies types of strength exercises and stretching exercises for personal fitness development*” and “*Identifies stress-management strategies to reduce stress*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”

*Activity – Teacher Designed Lesson*

*Post Assessment – Sit and Reach*

Lesson # 8 Focus: Create Personalized Fitness Plan – Improve Flexibility, Injury Prevention, Stress Reduction

Standard “*Develops and maintains a fitness portfolio ( assessment scores, goals for improvement, plan for activities for improvement, log of activities being done to reach goals, timeline for improvement)*” and “*Identifies types of strength exercises and stretching exercises for personal fitness development*” and “*Identifies stress-management strategies to reduce stress*” and “*Applies stress management strategies (mental imaging, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress*”

*Activity – Teacher Designed Lesson*

*Post Assessment – Sit and Reach*

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: Net Games II

Grade Level: Grade 10

Lessons: 4

Stage 1 Desired Results		
<p><b>ESTABLISHED GOALS (G)</b>                      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 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)  <b>WIDA ELL Standard(s)</b></p>	<b>Transfer (T)</b>	
	Students will be able to apply acquired knowledge, manipulative and non-manipulative skills through the participation of net/wall games.	
	<b>Meaning (M)</b>	
	<p><b>UNDERSTANDINGS (U)</b></p> <p>Students will understand that . . .</p> <p>The ability to perform manipulative skills is critical to being successful in net/wall games.</p> <p>Manipulative skills can be improved with practice.</p> <p>Reaction time and agility are essential skills to being successful in net/wall games.</p> <p>There are many competitive strategies that can be utilized in net/wall games.</p> <p>Demonstrating respect for self and opponent is critical to the success for net/wall game play.</p>	<p><b>ESSENTIAL QUESTIONS (Q)</b></p> <p>How can I effectively apply manipulative and non-manipulative skills during net/wall games?</p> <p>What tactics and strategies do I need in order to successfully participate in net games?</p>
	<b>Acquisition (A)</b>	
<p><b>Knowledge (K)</b></p> <p>Students will know . . .</p>	<p><b>Skills (S)</b></p> <p>Students will be able to . . .</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>
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**Stage 2 – Evidence**

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>
<p>Standards Based Portfolio – Folder</p> <p><b>Differentiated Assessment for ELL, Special Needs, or Advanced Learners:</b></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 Tennis: 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: Tennis: Rules and Etiquette – Skills for Game Play

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) and “Describes the speed and accuracy trade-off in throwing and striking skills” and “Identifies the strategies of learning a motor skill”.*

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

Assessment: PBA – Serve

Lesson # 3 Focus: Offensive and Defensive Tactics and Strategies in Tennis – 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” and “Describes the speed and accuracy trade-off in throwing and striking skills” and “Identifies the strategies of learning a motor skill”.*

Activity: Tennis 3 – Doubles Tournament

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

Lesson # 4 Focus: Applying Strategies and Tactics of Tennis – Tournament

Standard *“Describes the speed and accuracy trade-off in throwing and striking skills” and “Identifies the strategies of learning a motor skill” and “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” and “Describes the speed and accuracy trade-off in throwing and striking skills” and “Identifies the strategies of learning a motor skill”.*

Activity: Tennis 4 – Review Serve, Etiquette, Rules, Skills, offensive and defensive strategies – Singles or Doubles Game

