SUBJECT AREA: Physical Education (Mr.MANN)

GRADE LEVEL: 9th Grade SEMESTER: Fall-Spring

UNIT TITLE/ESSENTIAL	UNIT SKILLS AND CONTENT/Time Frame	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE	COMMON CORE/CONTENT	CRSE Alignment
QUESTION(S)	(Skills should be identified from core content skills identified in Vertical Planning)	WATERIALS	ASSESSMENTS	STANDARDS	
Health and Fitness (Focus on Health and Wellness) Time Frame 6 Weeks -What does optimal health look like for you? 9th grade 9th grade	BEGINNER LEVEL Components of fitness Body composition Cardiovascular Endurance muscular strength Flexibility Competency of movement Rules, biomechanical principles, and problem- solving Fitness activities, Fitness training, Project adventure, Individual sports, Life-long recreational, Mental Emotional Health	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia (ie. Video, Podcast, etc.) Peer Observation Self Assessment Student Display or Presentation	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1) Participates several times a week in a self- selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,
		http://www.chs.fuhsd.or	Student Routine or Create a Game/Skill/Etc.	a healthy, active lifestyle.29 (S3.H2.L1)	needs, and opinions. Take risks and view mistakes as
		https://www.fsd1.org	Teacher Observation	Demonstrates competency and/or	opportunities to grow

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		refines activity-specific	academically and
		movement skills in 2 or	emotionally
		more lifetime activities	B
		(outdoor pursuits,	Principle 2 – Fostering
		individual-performance	High Expectations and
		activities, aquatics,	Rigorous Instruction In
		net/wall games or target	this unit, students
		games).24 (S1.H1.L1)	will Draw upon your past learning, prior
		Demonstrates	experiences, and the
		competency in 1 or	richness of your
		more specialized skills	cultural background to
		in health-related fitness	make meaning of new
		activities. (S1.H3.L1)	concepts and apply
			learning on an ongoing
		Solves problems and	basis. Work
		thinks critically in	cooperatively toward
		physical activity and/or	goals and hold each
		dance settings, both as	other accountable in
		an individual and in	supportive ways.
		groups.(S4.H4.L1)	Advocate for varied
		A 1: 41	ways of learning (i.e.
		Applies the	project-based learning,
		terminology associated	presentations, station
		with exercise and	work, small group
		participation in selected	work) that
		individual-performance	accommodate the
		activities: dance,	diverse learning styles
		net/wall games, target	and interests of those in
		games, aquatics and/or	the class community.
		outdoor pursuits	are class community.
		appropriately.	Principle 3 –
		(S2.H1.L1)	Identifying Inclusive
		A malvigae the 1141-	Curriculum and
		Analyzes the health	Assessment
		benefits of a self-	
		selected physical	In this unit, students
		activity. (S5.H1.L1)	will
		Selects and participates	T
		in physical activities or	Experience multiple
		dance that meet the	perspectives on a topic
		need for self-expression	and be afforded the
		and	opportunity to draw
		enjoyment.(S5.H3.L1)	your own conclusions
		cingoyineii.(33.fi3.L1)	on that topic.
			Generate ideas about
			people or concepts that

					peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Fitness Gram (Focus on Health and Wellness)	Pre and post Fitnessgram Standards of Fitnessgram	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning,	Formative and Summative Assessments Activity, Nutrition, & Skill	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques,	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students
Time Frame 6 Weeks	Healthy fitness zone	Teaching and Technology. Retrieved May 13, 2014,	Logs	deep breathing, aerobic exercise, meditation) to	will Respectfully, and with care, engage
-How can we maintain physical	Personal test scores Personal strengths and	from	Game Performance	reduce stress.45 (S3.H14.L1)	in difficult conversations,
fitness and health throughout our	weaknesses Results of Fitnessgram	http://epltt.coe.uga.edu/i ndex.php?title=Scaffoldin	Assessment	Creates a practice plan	particularly those that challenge power and
lifetime?	Post Fitnessgram scores/	g&printable=yes&printab le=yes	Instrument	to improve performance for a self-	privilege in our society. Express respectful
9th grade	Goals	ic-yes	Journal		agreement or

Personal objectives		Movement Tracker (More	selected skill.
Maintains and improves	Levykh, M. G. (2008). THE	info)	(S2.H3.L1)
physical fitness	AFFECTIVE		Participates sev
a. Specificity	ESTABLISHMENT AND	Multimedia (ie. Video,	times a week in
b. Progression	MAINTENANCE OF	Podcast, etc.)	selected lifetim
c. Overload	VYGOTSKY'S ZONE OF		activity, dance
d. Sets	PROXIMAL	Peer Observation	fitness activity
	DEVELOPMENT.		of the school da
e. Repetition	Educational Theory,	Self Assessment	(S3.H6.L1)
f. Variety	58(1), 83-101.		Evaluates the va
Personal fitness plan	30(1), 03 101.	Student Display or	of claims made
Push-up	vivivi nagantral and	Presentation	commercial pro
Curl-up	www.pecentral.org		and programs
Sit and Reach		Student Routine or Create a	pertaining to fit
Pacer Test	http://www.chs.fuhsd.or	Game/Skill/Etc.	a healthy, active
Height and Weight Body	g		lifestyle.29 (S3.
Composition		Teacher Observation	
Trunk Lift	https://www.fsd1.org		Demonstrates
1.5 =			competency and
			refines activity- movement skill
			more lifetime a
			(outdoor pursui
			individual-perfo
			activities, aquat
			net/wall games
			games).24 (S1.I
			D
			Demonstrates
			competency in more specialize
			in health-related
			activities. (S1.H
			detivities. (B1:11
			Solves problem
			thinks critically
			physical activity
			dance settings,
			an individual ar
			groups.(S4.H4.l
			Applies the
			terminology ass
			with exercise ar
			participation in
			individual-perfo

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nd/or y-specific lls in 2 or activities uits, formance atics, s or target .H1.L1)

ı 1 or zed skills ed fitness .H3.L1)

ms and ly in ity and/or , both as and in 4.L1)

ssociated and n selected formance

disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally

Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will... Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles

		activities: dance,	and interests of those in
		net/wall games, target	the class community.
		games, aquatics and/or	Delected 2
		outdoor pursuits	Principle 3 –
		appropriately.	Identifying Inclusive
		(S2.H1.L1)	Curriculum and
		A 1 .1 1.1	Assessment
		Analyzes the health	In this unit, students
		benefits of a self-	will
		selected physical	
		activity. (S5.H1.L1)	Experience multiple
		Selects and participates	perspectives on a topic
		in physical activities or	and be afforded the
		dance that meet the	opportunity to draw
		need for self-expression	your own conclusions
		and	on that topic.
		enjoyment.(S5.H3.L1)	Generate ideas about
			people or concepts that
			peers may like to learn
			about and share these
			ideas with your
			teachers and school
			leaders.
			Connect in-school
			learning with the world
			outside the classroom.
			Collaborate peers to
			engage in meaningful
			long-term projects,
			project-based learning
			activities, and field
			visits that allow all
			students to demonstrate
			their knowledge and
			growth over time and
			align to the varied
			learning styles and
			interests of those in the
			class community.
			Collaborate peers to
			demonstrate their
			knowledge and growth
			over time and align to
			the varied learning
			the varied learning

					styles and interests of those in the class community.
Basketball Unit (Focus on Health and Wellness) Time Frame 6 Weeks - How can I make movement more interesting, fun, and enjoyable? 9th grade	BEGINNER LEVEL Back court Bounce pass Chest pass Double dribble Dribbling. Foul shot (set shot) Inbounds pass Jump shot. Lay-up. Overhead pass. Passing. Rebound. Shooting. Traveling	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. www.pecentral.org http://www.chs.fuhsd.org	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia, ie. Video, Podcast, etc. Peer Observation Self-Assessment Student Display or Presentation Student Routine or Create a Game/Skill/Etc. Teacher Observation	Identifies stressmanagement strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1) Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1) Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will Draw upon your past learning, prior experiences, and the richness of your cultural background to

		Demonstrates	make meaning of new
		competency and/or	concepts and apply
		refines activity-specific	learning on an ongoing
		movement skills in 2 or	basis. Work
		more lifetime activities	cooperatively toward
		(outdoor pursuits,	goals and hold each
		individual-performance	other accountable in
		activities, aquatics,	supportive ways.
		net/wall games or target	Advocate for varied
		games).24 (S1.H1.L1)	ways of learning (i.e.
		Demonstrates	project-based learning,
		Demonstrates	presentations, station
		competency in 1 or	work, small group
		more specialized skills in health-related fitness	work) that
		activities. (S1.H3.L1)	accommodate the
		activities. (51.113.L1)	diverse learning styles
		Solves problems and	and interests of those in
		thinks critically in	the class community.
		physical activity and/or	Principle 3 –
		dance settings, both as	Identifying Inclusive
		an individual and in	Curriculum and
		groups.(S4.H4.L1)	Assessment
		A	
		Applies the	In this unit, students
		terminology associated with exercise and	will
		participation in selected	Experience multiple
		individual-performance	perspectives on a topic
		activities: dance,	and be afforded the
		net/wall games, target	opportunity to draw
		games, aquatics and/or	your own conclusions
		outdoor pursuits	on that topic.
		appropriately.	_
		(S2.H1.L1)	Generate ideas about
			people or concepts that
		Analyzes the health	peers may like to learn
		benefits of a self-	about and share these
		selected physical	ideas with your
		activity. (S5.H1.L1)	teachers and school
		Selects and participates	leaders.
		in physical activities or	Connect in-school
		dance that meet the	learning with the world
		need for self-expression	outside the classroom.
		and	outside the classiooni.
		enjoyment.(S5.H3.L1)	Collaborate peers to
		enjoyment.(33.113.L1)	engage in meaningful
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					long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Soccer Unit (Floor Hockey) (Focus on Health and Wellness) Time Frame 6 Weeks How can soccer improve fitness and what skills are needed to play soccer? 9th grade	Demonstrate soccerrelated skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation Describe and be able to execute the importance of running to open spaces to receive passes. Play lead-up games to develop offensive and defensive skills. Discuss the importance of playing together as a team Define key terms and explain the rules of soccer.	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia, ie., Video, Podcast, etc. Peer Observation Self-Assessment Student Display or Presentation	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self- selected skills. (S2.H3.L1) Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1) Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1)	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different

Describe and be able to control the ball correctly with the different parts of the body	http://www.chs.fuhsd.or g https://www.fsd1.org	Student Routine or Create a Game/Skill/Etc. Teacher Observation	Participates several times a week in a self- selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)	experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally
			Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)	Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will Draw upon your past learning, prior experiences, and the
			Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance	richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Work cooperatively toward goals and hold each
			activities, aquatics, net/wall games or target games).24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fitness	other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group
			activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in	work) that accommodate the diverse learning styles and interests of those in the class community. Principle 3 – Identifying Inclusive
			groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities: dance, net/wall games, target	Curriculum and Assessment In this unit, students will Experience multiple perspectives on a topic and be afforded the

		Linggarah I. Curangan I	Formative and Supermetive	outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)	your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Football Unit (Focus on Health and Wellness)	Procedures for participating in skill drills/game play	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging	Formative and Summative Assessments	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques,	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students
Time Frame 6 Weeks	Individual sport specific	Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014,	Activity, Nutrition, & Skill Logs	deep breathing, aerobic exercise, meditation) to	will Respectfully, and with care, engage
(Possible EQ depending on Grade	skills	from	Game Performance	reduce stress.45 (S3.H14.L1)	in difficult conversations,

		g&printable=yes&printab		Creates a practice plan	privilege in our society.
	Danima Streets and		Instrument	to improve	Express respectful
What is the	Design Strategy:	le=yes	Journal	performance for self-	agreement or
	Defenses, offensive plays			selected skills.	disagreement with
importance of each	Rules/Scoring of a game	Levykh, M. G. (2008). THE	Movement Tracker (More	(S2.H3.L1)	opinions, validating the
position in football		AFFECTIVE	info)	(52.113.121)	knowledge of peers, or
to the overall team	Beginner-Intermediate	ESTABLISHMENT AND		Uses strategies and	challenging their
success?	Passing skills	MAINTENANCE OF	Multimedia (ie. Video,	tactics effectively	viewpoints in
9th grade	_	VYGOTSKY'S ZONE OF	Podcast, etc.)	during game play in	constructive ways.
	Beginner-Intermediate	PROXIMAL		net/wall and/or target	Acknowledge and try to
	Catching skills	DEVELOPMENT.	Peer Observation	games. (S2.H5.L1)	incorporate the ideas of
	Beginner-Intermediate				peers respectfully,
	Running pass routes	Educational Theory,	Self Assessment	Creates a practice plan	recognizing that other
		58(1), 83-101.		to improve	students may have
	Defensive coverages		Student Display or	performance for a self-	vastly different
	Detensive coverages	www.pecentral.org	Presentation	selected skill.	perspectives,
	B			(S2.H3.L1)	experiences, strengths,
	Running with football	http://www.chs.fuhsd.or	Student Routine or Create a	Participates several	needs, and opinions.
		_ · · · ·	Game/Skill/Etc.	times a week in a self-	Take risks and view
		g	, ,	selected lifetime	mistakes as
		1.11 / /	Teacher Observation	activity, dance or	opportunities to grow
		https://www.fsd1.org		fitness activity outside	academically and
				of the school day.	emotionally
				(S3.H6.L1)	D: :10 F ::
					Principle 2 – Fostering
				Evaluates the validity	High Expectations and
				of claims made by	Rigorous Instruction In
				commercial products	this unit, students
				and programs	will Draw upon your
				pertaining to fitness and	past learning, prior experiences, and the
				a healthy, active	richness of your
				lifestyle.29 (S3.H2.L1)	cultural background to
				Demonstrates	make meaning of new
				competency and/or	concepts and apply
				refines activity-specific	learning on an ongoing
				movement skills in 2 or	basis. Work
				more lifetime activities	cooperatively toward
				(outdoor pursuits,	goals and hold each
				individual-performance	other accountable in
				activities, aquatics,	supportive ways.
				net/wall games or target	Advocate for varied
				games).24 (S1.H1.L1)	ways of learning (i.e.
					project-based learning,
				Demonstrates	presentations, station
				competency in 1 or	work, small group
				more specialized skills	work) that
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		in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)	accommodate the diverse learning styles and interests of those in the class community. Principle 3 – Identifying Inclusive Curriculum and Assessment
		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.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)	In this unit, students will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to
			demonstrate their knowledge and growth

					over time and align to the varied learning styles and interests of those in the class community.
Net Sports Unit (Volleyball, Pickleball Badminton) (Focus on Health and Wellness) Time Frame 6 Weeks (Possible EQ depending on Grade Level being Taught) How do you increase playing time and decrease arguing time during a volleyball game? 9th grade	Students will be able to advance skills/level •Ace . •Bump set . •Defense . •Dig . •Double hit •Forearm pass . •Game point . •Net serve . •Offense . •Overhand serve . •Overhead set . •Serve . •Set . •Side out . •Spike . •Underhand serve Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors. Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities. Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. www.pecentral.org http://www.chs.fuhsd.org https://www.fsd1.org	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia (ie. Video, Podcast, etc.) Peer Observation Self Assessment Student Display or Presentation Student Routine or Create a Game/Skill/Etc. Teacher Observation	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self- selected skills. (S2.H3.L1) Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1) Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1) Participates several times a week in a self- selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will Draw upon your past learning, prior experiences, and the

Explain and demonstrate how to control a variety of objects within noncompetitive cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds. Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities. Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components. Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities

a healthy, active lifestyle.29 (S3.H2.L1)

Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games).24 (S1.H1.L1)

Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)

Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.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.H1.L1)

Analyzes the health benefits of a selfselected physical activity. (S5.H1.L1)

Selects and participates in physical activities or dance that meet the need for self-expression richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. Work cooperatively toward goals and hold each other accountable in supportive ways. Advocate for varied ways of learning (i.e. project-based learning, presentations, station work, small group work) that accommodate the diverse learning styles and interests of those in the class community.

Principle 3 – Identifying Inclusive Curriculum and Assessment

In this unit, students will...

Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.

Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.

Connect in-school learning with the world outside the classroom.

		and enjoyment.(S5.H3.L1)	Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field
			visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the
			class community. Collaborate peers to demonstrate their knowledge and growth over time and align to
			the varied learning styles and interests of those in the class community.