

**SUBJECT AREA: Physical Education (Mr.MANN)**

**GRADE LEVEL: 9th Grade**

**SEMESTER: Fall-Spring**

UNIT TITLE/ESSENTIAL QUESTION(S)	UNIT SKILLS AND CONTENT/Time Frame (Skills should be identified from core content skills identified in Vertical Planning)	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	COMMON CORE/CONTENT STANDARDS	CRSE Alignment
<p>Health and Fitness (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>-What does optimal health look like for you? 9th grade</p> <p>9th grade</p>	<p><b><u>BEGINNER LEVEL</u></b></p> <p>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</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)</p> <p>Demonstrates competency and/or</p>	<p>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</p>

				<p>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)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>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)</p> <p>Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)</p>	<p>academically and emotionally</p> <p>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 and interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that</p>
--	--	--	--	---	--

					<p>peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>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.</p>
<p>Fitness Gram (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>-How can we maintain physical fitness and health throughout our lifetime? 9th grade</p>	<p><b><u>BEGINNER LEVEL</u></b></p> <p>Pre and post Fitnessgram Standards of Fitnessgram Healthy fitness zone Personal test scores Personal strengths and weaknesses Results of Fitnessgram Post Fitnessgram scores/ Goals</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.<sup>45</sup> (S3.H14.L1)</p> <p>Creates a practice plan to improve performance for a self-</p>	<p>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</p>

	<p>Personal objectives Maintains and improves physical fitness</p> <ul style="list-style-type: none"> <li>a. Specificity</li> <li>b. Progression</li> <li>c. Overload</li> <li>d. Sets</li> <li>e. Repetition</li> <li>f. Variety</li> </ul> <p>Personal fitness plan Push-up Curl-up Sit and Reach Pacer Test Height and Weight Body Composition Trunk Lift</p>	<p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>selected skill. (S2.H3.L1)</p> <p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)</p> <p>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)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>Applies the terminology associated with exercise and participation in selected individual-performance</p>	<p>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</p> <p>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</p>
--	--	---	--	---	---

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

					styles and interests of those in the class community.
<p>Basketball Unit (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>- How can I make movement more interesting, fun, and enjoyable? 9th grade</p>	<p><b><u>BEGINNER LEVEL</u></b></p> <p>Back court Bounce pass Chest pass Double dribble Dribbling. Foul shot (set shot) In-bounds pass Jump shot. Lay-up. Overhead pass. Passing. Rebound. Shooting. Traveling</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p> <p>Movement Tracker (More info)</p> <p>Multimedia, ie. Video, Podcast, etc.</p> <p>Peer Observation</p> <p>Self-Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.<sup>45</sup> (S3.H14.L1)</p> <p>Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1)</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.<sup>29</sup> (S3.H2.L1)</p>	<p>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</p> <p>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</p>

				<p>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).<sup>24</sup> (S1.H1.L1)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>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)</p> <p>Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)</p>	<p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to engage in meaningful</p>
--	--	--	--	---	---

					<p>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.</p> <p>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.</p>
<p>Soccer Unit (Floor Hockey) (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>How can soccer improve fitness and what skills are needed to play soccer? 9th grade</p>	<p><b>BEGINNER LEVEL</b></p> <p>Demonstrate soccer-related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation</p> <p>Describe and be able to execute the importance of running to open spaces to receive passes.</p> <p>Play lead-up games to develop offensive and defensive skills.</p> <p>Discuss the importance of playing together as a team</p> <p>Define key terms and explain the rules of soccer.</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p> <p>Movement Tracker (More info)</p> <p>Multimedia, ie., Video, Podcast, etc.</p> <p>Peer Observation</p> <p>Self-Assessment</p> <p>Student Display or Presentation</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)</p> <p>Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1)</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p>	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>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,</p>



	<p>Describe and be able to control the ball correctly with the different parts of the body</p>	<p><a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.<sup>29</sup> (S3.H2.L1)</p> <p>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).<sup>24</sup> (S1.H1.L1)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>Applies the terminology associated with exercise and participation in selected individual-performance activities: dance, net/wall games, target games, aquatics and/or</p>	<p>experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally</p> <p>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 and interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw</p>
--	--	---	---	--	---

				<p>outdoor pursuits appropriately. (S2.H1.L1)</p> <p>Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)</p>	<p>your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>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.</p>
<p>Football Unit (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>(Possible EQ depending on Grade Level being Taught)</p>	<p>Procedures for participating in skill drills/game play</p> <p>Individual sport specific skills</p> <p><b><u>BEGINNER LEVEL</u></b></p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding">http://epltt.coe.uga.edu/index.php?title=Scaffolding</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)</p>	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>In this unit, students will... Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and</p>

<p>What is the importance of each position in football to the overall team success? 9th grade</p>	<p>Design Strategy: Defenses, offensive plays Rules/Scoring of a game</p> <p>Beginner-Intermediate Passing skills Beginner-Intermediate Catching skills Beginner-Intermediate Running pass routes</p> <p>Defensive coverages</p> <p>Running with football</p>	<p>g&amp;printable=yes&amp;printable=yes</p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1)</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.<sup>29</sup> (S3.H2.L1)</p> <p>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).<sup>24</sup> (S1.H1.L1)</p> <p>Demonstrates competency in 1 or more specialized skills</p>	<p>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</p> <p>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</p>
---	---	--	---	--	---

				<p>in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>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)</p> <p>Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)</p>	<p>accommodate the diverse learning styles and interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>Collaborate peers to demonstrate their knowledge and growth</p>
--	--	--	--	---	---

					over time and align to the varied learning styles and interests of those in the class community.
<p>Net Sports Unit (Volleyball,Pickleball Badminton) (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>(Possible EQ depending on Grade Level being Taught)</p> <p>How do you increase playing time and decrease arguing time during a volleyball game? 9th grade</p>	<p><b><u>BEGINNER LEVEL</u></b></p> <p>Students will be able to advance skills/level...</p> <ul style="list-style-type: none"> <li>•Ace . •Bump set .</li> <li>•Defense . •Dig . •Double hit •Forearm pass . •Game point . •Net serve .</li> <li>•Offense . •Overhand serve . •Overhead set .</li> <li>•Serve . •Set . •Side out .</li> <li>•Spike . •Underhand serve</li> </ul> <p>Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</p> <p>Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities.</p> <p>Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p> <p>Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Identifies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)</p> <p>Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1)</p> <p>Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1)</p> <p>Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1)</p> <p>Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)</p> <p>Evaluates the validity of claims made by commercial products and programs pertaining to fitness and</p>	<p>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</p> <p>Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will... Draw upon your past learning, prior experiences, and the</p>

	<p>Explain and demonstrate how to control a variety of objects within non-competitive 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.</p> <p>Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.</p> <p>Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities</p>			<p>a healthy, active lifestyle.<sup>29</sup> (S3.H2.L1)</p> <p>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).<sup>24</sup> (S1.H1.L1)</p> <p>Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1)</p> <p>Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1)</p> <p>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)</p> <p>Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1)</p> <p>Selects and participates in physical activities or dance that meet the need for self-expression</p>	<p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p>
--	--	--	--	--	--

				and enjoyment.(S5.H3.L1)	<p>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.</p> <p>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.</p>
--	--	--	--	--------------------------	---