



Physical Education Grades 9-10

Unit #1

Course/Subject: Physical Education	Grades: 9-10	Aquatics	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.
Grade Level Units	Unit 1: Aquatics Unit 2: Badminton Unit 3: Cardio Games Unit 4: Class Challenges Unit 5: Fitness Fun Unit 6: Fitness Testing Unit 7: Tennis Unit 8: Volleyball Unit 9: Weight Training

Unit Title	Aquatics 9-10
Unit Summary	Aquatic exercise is low impact activity appropriate for all age levels and health conditions. Swimming affords the swimmer a natural type of resistance, where the exercise is achieved while struggling through the water rather than against it, dissimilar to land workouts where the resistance comes from pushing and pulling weights against gravity. Benefits of swimming include increased muscular strength and cardiovascular endurance, safe exercise for people with joint ailments, improved flexibility, stress relief, and burning calories. Students will receive fundamental training for basic in-water exercise as well as for water surface activities, providing them with novice experience in a range of healthy aquatic options.

Unit Essential Questions: <ol style="list-style-type: none"> 1. What is the Front Crawl stroke and how is it properly performed? 2. What is the breaststroke and how is it properly performed? 	Key Understandings: <ol style="list-style-type: none"> 1. The Front Crawl stroke is a swimming stroke used to propel an individual through the water. It's an effective stroke for speed and easy to learn. The stroke is made up of a flutter kick, streamlined body position, and the fingertip drag.
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3. What is the backstroke and how is it properly performed? 4. What is interval training and how is it used in swimming to organize exercise?	2. The Breast stroke is versatile and often used by water rescuers to be able to see their drowning victim. 80% of the power in the stroke is derived from the whip kick. The stroke is a combination of the whip kick and an arm stroke used in conjunction (Pull and Breathe; Kick and Glide). 3. The Back stroke is a great stroke because the swimmer's face is never covered by the water and he or she can then breathe whenever they need. Unlike the breast and front crawl strokes, the back stroke is performed on the back. A swimmer utilizes the flutter kick, while taking one arm at a time in a large sweeping motion over his or her head into the water to propel forward. 4. Interval training is periods of activity followed by periods of rest interspersed. It is used in swimming because it allows someone to take a rest and let their heart rate settle and still endure a good workout.
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Focus Standards Addressed in the Unit:

10.5.9 - B	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. -Types of Skill: Continuous
10.5.9 - D	Identify and describe the principles of training using appropriate vocabulary -Interval Training

Important Standards Addressed in the Unit:

10.4.9 - C	Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.
10.3.9 - A	Analyze the role of individual responsibilities for safe practices and injury prevention in the home, school and community.
10.4.9 - A	Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.

Misconceptions:	Proper Conceptions:
1. People who fear water don't need to know water safety methods because they won't get into water. 2. Swimming is too difficult and workouts are overwhelming. 3. Body issues are a familiar issue with teens and swimming can exacerbate that. 4. Chlorinated water tends to irritate eyes and make skin smell strange.	1. It is extremely important for all people to know water safety methods because bodies of water are prevalent all over the earth. An accident like falling into a backyard pool at a party can have hazardous consequences for people who cannot swim and panic in the water. 2. Much of the difficulty in swimming lies in the swimmer's breathing, speed of stroke, and stroke technique. Once a swimmer learns proper breathing, tempo, and body movements, swimming becomes significantly less daunting.

	<ol style="list-style-type: none"> 3. Though many swimsuits are immodest, the PE department requires modest one piece bathing suits for girls and swim trunks for boys. For personal reasons, students can choose to wear swim shirts if they want. 4. Goggles, nose plugs, and swim caps are all acceptable and means of addressing irritations from Chlorine. Showers with curtains and ample time are provided for students who would like to shower off after swimming in the pool.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The students will learn various methods for moving in the water safely and efficiently. The students will learn proper safety protocol for conduct on the pool deck and pool facilities. The students will learn the principles of aquatic training. The students will learn about the role of swimming apparatus in enhancing exercise. Students will learn about types of motor skill development. 	<ul style="list-style-type: none"> Water strokes: Front Crawl, Backstroke, Breaststroke, Elementary Backstroke. Students will use kickboards, pool buoys, and noodles. Students will be able to find their pulse and check their heart rate manually. Students will learn how to breath correctly while swimming. 	<ul style="list-style-type: none"> The novice swimmer will learn that swimming is a viable means of exercise. Students with fear of water will experience adaptations that will gradual increase comfortability. Students will be able to collaborate with one another during water polo, canoeing, and relay classes to work in teams.

Academic Vocabulary:

<ul style="list-style-type: none"> Resistance Target Heart Rate Whip Kick Streamline Backstroke Cardiovascular Endurance 	<ul style="list-style-type: none"> Buoyancy Water Emergency Rhythmic Breathing Aquatic Aerobics Front Crawl 	<ul style="list-style-type: none"> Interval Training Flutter Kick Treading Continuous Skill Breaststroke
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Assessments:

<ul style="list-style-type: none"> Stroke Assessment; Aquatics Unit Quiz

Differentiation:

<ul style="list-style-type: none"> Students with fear of deep water swim in shallow water or near a sidewall at all times. Students with injury or physical ailment sometimes use jogging belts, kickboards, or only specific stroke techniques. Students with poor physical conditioning may take longer breaks during interval training.

Interdisciplinary Connections:

- Due to the physical nature of the aquatics unit, teaching principles like buoyancy connect this unit strongly with Physics education.

Additional Resources:

- P.E. Policies and Procedures; Student Handbook; American Red Cross Training Manual

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Physical Education Grades 9-10

Unit #2

Course/Subject:
Physical Education

Grade:
10

Badminton

Suggested Timeline:
8 class periods

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Badminton
Unit 3: Cardio Games
Unit 4: Class Challenges
Unit 5: Fitness Fun
Unit 6: Fitness Testing
Unit 7: Tennis
Unit 8: Volleyball
Unit 9: Weight Training

Unit Title

Badminton

Unit Summary

Badminton is one of the most popular team games we play. Badminton requires quick reaction time, eye hand coordination, communication and teamwork. The main skill focus is the underhand serve. The student will also spend time doing overhead hits and investigating strategies to deceive the opponent. The student will practice various movements and strategies to improve their coordination as it pertains to badminton.

Unit Essential Questions:

1. How are practice strategies applied to the improvement of skills in badminton?
2. How does participation in badminton enhance my physical, emotional and social well-being?
3. How do I successfully perform the legal badminton serve?

Key Understandings:

1. The student will learn and execute a legal badminton serve; the shuttlecock must be dropped and struck with the head of the racquet while it is below the waist.
2. The student will show proper care for the equipment, in particular, the badminton racquet.
3. The student will adhere to the rules set forth for the badminton games, including the proper serve, proper scoring, one hit allowed per side, not allowing the shuttlecock to

	strike the floor in bounds on your side, and avoiding touching or crossing over the net.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.5 9 C	Identify and apply practice strategies for skill improvement.

Important Standards Addressed in the Unit:

10.3 12 D	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
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Misconceptions:	Proper Conceptions:
1. Badminton is a slow paced game that people play in their backyard.	1. Badminton is a demanding game involving lots of running, stopping, starting, and lunging.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will know that the shuttlecock can be hit with the racquet one time per team , per side, The student will demonstrate a proper serve in the rotation, including the shuttlecock being dropped and struck below the waist. The student will make the serve clean by getting it over the net to the other side in one try. The student will ‘call’ for the shuttlecock when they intend to play it, so as not to make contact with any teammates or their racquets. The student will call the score before serving, understanding their team must be serving in order to score a point. 	<ul style="list-style-type: none"> Due to class sizes, teams are modified to play three versus three. The strategy is two players up close to the net, and one player covers the back court. The student may execute a legal serve as close to the net as necessary. As long as the shuttlecock completely clears the net and goes over to the other side, it is deemed acceptable. The performance goal is that the student will be able to participate in a rally and can keep the shuttlecock in the air with reasonable accuracy, shown by sending the shuttlecock back across the net. The student will exhibit proper etiquette and allow their teammates to ‘play their area’. 	<ul style="list-style-type: none"> The student will practice the legal badminton serve, incorporating dropping the shuttlecock and striking it underhand and below the waist. The student will get enough repetitions to feel confident that they can complete this skill in a game situation. Serving and returning the serve are the two most important shots in any rally. If a student can serve, they will typically be able to have a productive part in the game. Communicating with and supporting each other is the key component to playing a good doubles (or triples, in our modification) game.

Academic Vocabulary:

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|---|---|---|
| <ul style="list-style-type: none">● Shuttlecock● Serving● Receiving | <ul style="list-style-type: none">● Overhead● Underhand● Boundary | <ul style="list-style-type: none">● Smash● Spike |
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Assessments:

- Student self-check; Reciprocal check; Teacher check; Peer observation
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Differentiation:

- After every attempt has been made to execute a proper serve, the student will be permitted to serve by tossing the shuttle over the net from their racquet.
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Interdisciplinary Connections:

- Discussion is made in regards to speed and force in terms of striking the shuttle with the racquet.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; Quality Lesson Plans for Secondary Education 9Zakrajsek, Carnes, Pettigrew, 2nd ed.)
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Created By:

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Physical Education Grades 9-10

Unit #3

Course/Subject:
Physical Education

Grade:
9-10

Cardio Games

Suggested Timeline:
7 classes

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Badminton
Unit 3: Cardio Games
Unit 4: Class Challenges
Unit 5: Fitness Fun
Unit 6: Fitness Testing
Unit 7: Tennis
Unit 8: Volleyball
Unit 9: Weight Training

Unit Title

Cardio Games

Unit Summary

The student will learn and apply rules, etiquette and strategies important for participating safely in physical activities. Participating regularly in a variety of enjoyable physical activities can develop a sense of accomplishment, as well as build positive feelings amongst the participants. The students will work together to improve their individual skills, in the hopes of finding success as a cohesive unit. The secondary benefits of Ultimate Frisbee, Team Handball and Speedball are increasing heart rate to improve cardiovascular endurance and recovery time, as well as improvements in agility, and eye hand coordination. The student will learn basic concepts in relation to throwing, catching, kicking for accuracy, dribbling, passing and scoring.

Unit Essential Questions:

1. How can we prepare our body for physical activity?
2. What are the components of fitness?
3. How can I help my team if I am not a competitive person?

Key Understandings:

1. The student will learn and observe the rules of the games at all times.
2. The student will work to increase their heart rate through the natural movement of the game.

	3. The student will work to improve their cardiovascular endurance and agility by their active engagement involvement in the game.
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.5 12 A	Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

Important Standards Addressed in the Unit:

10.3 9 D	Analyze the role of individual responsibility for safety during physical activity.
10.4 9 D	Analyze factors that affect physical activity preference of adolescents. + Skill Competence +Social Benefits + Previous experience +Activity Confidence
10.5 9 F	Describe and apply game strategies to complex games and physical activities. + Offensive Strategies + Defensive Strategies +time Management
10.5 12 B	Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.

Misconceptions:	Proper Conceptions:
1. I have never played Ultimate Frisbee, Team Handball or Speedball so I won't know what I am doing.	1. The games are each simple in nature, to allow for the maximum focus to be placed on movement.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The student will apply critical cues, procedures and concepts specific to skills within activities. The student will be able to work with their team to complete passes by throwing and/or kicking. The student will refine their accuracy by repeated practice throwing and /or kicking to an intended target. The student will understand the rules of each game and their unique scoring; Ultimate Frisbee is 	<ul style="list-style-type: none"> The student will participate regularly in a variety of enjoyable physical activities and monitor their individual progress in that activity. The primary goal of this unit is to get students moving and increase their heart rate. The secondary goal of this unit is for the student to develop the team concept; working together in a small group to accomplish a task. Throwing and catching are practiced daily. 	<ul style="list-style-type: none"> The student will analyze how social skills help partners or groups complete a task, build positive feelings in the participants and increase the likelihood of success. The small group games will use the same teams, so that cohesiveness can be achieved. The students will work on physical skills, in addition to working with and encouraging others to achieve their best.

catching the Frisbee with two feet in the end zone gets your team one point; Speedball is 3 points for kicking a goal or 1 point for a touchdown catch; in Handball you get one point for throwing the ball in the goal.	<ul style="list-style-type: none"> • Running; cutting; stopping are practiced daily. • Sportsmanship is required daily. All games are no contact activities. Self awareness and control is practiced and required to the best of the student's ability. 	
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Academic Vocabulary:

<ul style="list-style-type: none"> • Reaction Time • Agility • Pick up • Restricted area • Air dribble 	<ul style="list-style-type: none"> • Offensive Strategies • Defensive Strategies • Dribble • Kick off • Touchdown 	<ul style="list-style-type: none"> • Skill Related Fitness; agility; speed; endurance • Turnover • Time management
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Assessments:

<ul style="list-style-type: none"> • NHS Policies and Procedures • Self Check • Partner Check • Teacher Check

Differentiation:

<ul style="list-style-type: none"> • After Participating in the activities, student will evaluate the activities according to factors influencing their participation in the activity, benefits derived from the activity and what the likelihood would be for them to continue to participate in the activity.
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Interdisciplinary Connections:

<ul style="list-style-type: none"> • The student will research the activities and find any cost associated with the activity, specific locations where they can participate, skill level needed to participate, and availability of the facility (if needed).
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Additional Resources:

<ul style="list-style-type: none"> • NHS Physical Education Policies and Procedures • Crisis Response Handbook/School Flipchart • Concepts and Principles of Physical Education, NASPE, 2003, Zakrajsek, Carnes, and Pettigrew, 2nd Ed.

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Physical Education Grades 9-10

Unit #4

Course/Subject: Physical Education	Grade: 9-12	Class Challenges	Suggested Timeline: 3 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.
Grade Level Units	Unit 1: Aquatics Unit 2: Badminton Unit 3: Cardio Games Unit 4: Class Challenges Unit 5: Fitness Fun Unit 6: Fitness Testing Unit 7: Tennis Unit 8: Volleyball Unit 9: Weight Training

Unit Title	Class Challenges 9-12
Unit Summary	Class Challenges is an end of the year unit focused on collaborative group activity. Though the cultural tide of personal fitness seems valuable, not everyone succeeds in individualized activity. Therefore, participating in group activities encourages peer to peer interaction, problem solving, and movement.

Unit Essential Questions: 1. Why is open communication an important aspect of group activity?	Key Understandings: 1. It is important for people who are working together towards a common goal to communicate to be successful. Without communication, a group can lose direction and fail unnecessarily.
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Focus Standards Addressed in the Unit:	
10.4.12 - F	Assess and use strategies for enhancing adult group interaction in physical activities. <ul style="list-style-type: none"> Shared Responsibility

	<ul style="list-style-type: none"> Open Communication
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Important Standards Addressed in the Unit:

10.3.12 - D	Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.
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Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Group games are not for everyone. There are no opportunities outside of high school to participate in these activities. 	<ol style="list-style-type: none"> Some people do tend to excel at group games because of their physical abilities, but there are aspects to each group game we play that everyone can take part in. Intramural leagues in college are full of group games like kickball, wiffleball, and nitroball. Outside of college, groups like Harrisburg Young Professionals organizes leagues to play these games.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The students will learn how to participate in group games with their peers. The students will learn offensive and defensive strategies to help with the games. The students will learn how teamwork helps a group succeed. 	<ul style="list-style-type: none"> Students will learn the rules to games like kickball, wiffleball, nitroball, and hand-bat ball. Students will develop hand-eye coordination through batting and striking with an implement. Students will learn how to place kicks and direct swings to move runners around bases. 	<ul style="list-style-type: none"> Students will find out what parts of the games they are good at and which parts they need to develop Students will experience communication amongst a group.

Academic Vocabulary:

<ul style="list-style-type: none"> Communication Sacrifice Fly Tagging Up 	<ul style="list-style-type: none"> Batting Order Strike Out Double Play 	<ul style="list-style-type: none"> Run Batted In (RBI) Force Out Offensive Attack
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Assessments:

<ul style="list-style-type: none"> Teacher Evaluation; Visual Check
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Differentiation:

- Due to the large amount of moving during the class challenges unit, students with injuries may need alternative assignments for class participation.
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Interdisciplinary Connections:

- There are no interdisciplinary connections in class challenges.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; “Quality Lesson Plans for Secondary Physical Education” by Zakriajsek, Carnes, Pettigrew
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Physical Education Grades 9-10

Unit #5

Course/Subject:
Physical Education

Grade:
9-10

Fitness Fun

Suggested Timeline:
4 class periods

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Badminton
Unit 3: Cardio Games
Unit 4: Class Challenges
Unit 5: Fitness Fun
Unit 6: Fitness Testing
Unit 7: Tennis
Unit 8: Volleyball
Unit 9: Weight Training

Unit Title

Fitness Fun

Unit Summary

All students have the right to develop a meaningful level of physical fitness. Taking the time for fitness development teaches the student that fitness is important for a healthy lifestyle. In this unit, students in grade 9 and 10 will have the opportunity to experience fitness routines that are useful and meaningful. Special attention will be given to delivering simple activities that do not require much equipment, thus hoping that the student will be motivated to do these activities and exercises at home. The ultimate goal is that the student will choose to incorporate movement every day for total wellness.

Unit Essential Questions:

1. What are the payoffs for developing a high level of fitness?

Key Understandings:

1. The student must understand the impact that fitness can have on their state of wellness. A need for fitness must be demonstrated, so that the student will choose to stay physically fit when school is over.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.4 9 B	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Important Standards Addressed in the Unit:

10.4 12 A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
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Misconceptions:

1. I need to have a membership to a gym or health club in order to get or be physically fit.

Proper Conceptions:

1. There are unlimited activities and exercises that a person could do in their house, in their own space, or anywhere they can find room outdoors. You just need to have some basic ideas, and motivation.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none">● Interval training builds cardio respiratory endurance. High intensity for a short period of time with a short recovery period builds stamina because the intensity of the work can be greater.● Endurance improves when you keep p the work interval the same length and shorten the rest interval. This is considered an increase in intensity.● Students should avoid the following running mistakes: wide arms swings, hunched shoulders, over striding, landing on the heels, and running on the toes.● Students should avoid the following fitness walking mistakes: swinging arms to the side, watching the feet, slumping, clenching the hands and teeth, and overreaching the step.● Students can increase fitness walking workload by carrying hand weights and swinging the arms vigorously.	<ul style="list-style-type: none">● The student will run fitness walk, and jump rope to reach interval training cycles. Both time and heart rate will be examined.● The student will participate in a circuit station, where they will perform at high intensity for 40 seconds, and rest for 20 seconds to recover. The stations are: lunges, pushups or pull-ups, burpees, plank hold, step ups, mountain climbers, line jumps, straight leg drops, wall sit, dips and jumping jacks.● The circuit course is designed to promote muscular strength, muscular endurance, flexibility, agility, and cardio respiratory endurance.	<ul style="list-style-type: none">● The students will be instructed in several social skills to help motivate each other. When the lessons are introduced, we will encourage the students to give each other positive feedback as they do the exercises. Because achieving fitness objectives is an individual experience, having an atmosphere that instill confidence, and eliminates negativity, will enhance individual performance.● The student will demonstrate correct technique and procedures for each fitness task.● The student will identify and verbally describe the fitness component being practiced. It is essential to know why you are doing, what it is you are doing to help feel purpose.

Academic Vocabulary:

<ul style="list-style-type: none">● Interval Training● Tabada● Warm Up● Cool Down● Training heart rate● Resting heart rate	<ul style="list-style-type: none">● Cardio respiratory endurance● Flexibility● Core● Abdominal strength● Agility● Muscular strength	<ul style="list-style-type: none">● Muscular endurance● Motivation● Positive feedback● Recovery● Fitness
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Assessments:

- Teacher check; Student self-check; Peer observation and feedback; Guided Discovery; Reciprocal check; Teacher question and answer
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Differentiation:

- Potential modifications for students with lower levels of fitness include reducing frequency, intensity and/or duration. Exercises can be modified to meet the needs of each and every student. Students with an upper body injury can substitute lower body exercises when necessary. Student with asthma or other chronic medical issues can modify the intensity to ensure their heart rate stays at a lower rate. Student may fitness walk instead of run.
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Interdisciplinary Connections:

- We liken interval training for the body to interval training for the mind. Students sometimes need a break from intense homework or a school exam. Pausing for an moment in these instances (standing and stretching during a test, taking a five minute break from homework) has the same effect; the student can come back strong and revived for the next interval.
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Additional Resources:

- Team Building Through Physical Challenges (Glover, Midura)
 - Quality Lesson Plans for Secondary Physical Education (Zakrajsek, Carnes, Pettigrew, 2nd. Ed.)
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Physical Education Grades 9-10

Unit #6

Course/Subject:

Physical Education

Grade:

9-12

Fitness Testing
Suggested Timeline:

Approximately 10 classes

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Badminton
Unit 3: Cardio Games
Unit 4: Class Challenges
Unit 5: Fitness Fun
Unit 6: Fitness Testing
Unit 7: Tennis
Unit 8: Volleyball
Unit 9: Weight Training

Unit Title

Fitness Testing

Unit Summary

The student will participate in a variety of activities/movements that will prepare them for the upcoming fitness testing in order for the student to achieve their personal fitness goals. The student will work at their current fitness level and make progress daily in the areas of; walking/jogging/running and cardiovascular endurance, core strength, upper body strength, flexibility and stress relief.

Unit Essential Questions:

1. Why do physical activities support achievement of activity goals?

Key Understandings:

1. Planning and preparing ahead of time what you expect to accomplish and how you will accomplish it will affect your results.

Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.4 9 B	Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Important Standards Addressed in the Unit:

10.4 9 A	Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
10.4 12 A	Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
10.5 12 D	Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.

Misconceptions:

1. If my results are inside the healthy zone, that means I am healthy.

Proper Conceptions:

1. Health is an all-encompassing term. You can have scores that fall in a healthy zone and not be healthy; just like you can have scores outside of a healthy zone and actually be healthy. Having 'good health' means a multitude of things; nutrition, sleep, exercise, healthy habits/avoiding unhealthy habits, and even extends into behaviors.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> • The student will identify and verbally describe the fitness component being taught/practiced. • The student will look to improve upon his or her former scores, as seen on their individual fitness card. 	<ul style="list-style-type: none"> • The student will complete the required components of health-related physical fitness assessments. • The student will demonstrate the correct technique and procedures for each fitness component. • The student will self-evaluate on their score; what the score means in relation to their personal health; what they can do to improve their score (plan). 	<ul style="list-style-type: none"> • The student will record strengths and areas needing improvement. The student will also establish and complete a goal addressing each area needing improvement. • The student will target a goal on an area they wish to improve, and make a measurable plan to help them achieve that goal.

Academic Vocabulary:

<ul style="list-style-type: none"> • Fit • Fitness • Risky behaviors 	<ul style="list-style-type: none"> • Target Heart Rate Range • Cardiovascular Endurance • Plateau 	<ul style="list-style-type: none"> • Muscular Strength • Muscular Endurance • Flexibility
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Assessments:

- Self Check; Individual comparison to their previous scores (fitness cards); Teacher Observation
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Differentiation:

- Students are challenging themselves and they are their only limitations.
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Interdisciplinary Connections:

- Movement and exercise allows for a more stimulated and awake student. This alertness can help the student in their academic classes throughout the day. Exercise is ‘miracle grow for the brain’.
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Additional Resources:

- Fitness Cards (showing their previous scores); PACER recording sheets; Flexibility measurements
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Physical Education Grades 9-10

Unit #7

Course/Subject: Physical Education	Grade: 9	Tennis	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.
Grade Level Units	Unit 1: Aquatics Unit 2: Badminton Unit 3: Cardio Games Unit 4: Class Challenges Unit 5: Fitness Fun Unit 6: Fitness Testing Unit 7: Tennis Unit 8: Volleyball Unit 9: Weight Training

Unit Title	Tennis
Unit Summary	Tennis is a lifelong physical activity that can be played at various levels of competition or used simply at a fitness tool. Tennis requires very little equipment, but does require access to a tennis court. As a fitness tool, tennis builds lower body and abdominal strength through quick movements in all directions to contact the ball. Tennis also builds cardiovascular endurance and develops agility, hand eye coordination, power, and speed. In doubles tennis, participants learn to work together through communication and critical thinking. Students will experience instruction on all aspects relating to safe and successful participation in tennis and it's forms.

Unit Essential Questions: <ol style="list-style-type: none"> 1. Why is coordination important for hitting a tennis ball? 2. Why is reaction time an important factor in the game of tennis? 3. How can agility help in other activities besides tennis? 4. Why is power useful when striking a ball in a tennis match? 	Key Understandings: <ol style="list-style-type: none"> 1. Tennis is a dynamic activity. The individual must move to different locations to hit the ball and perform several interdependent motions to correctly hit the ball, which can only be achieved when coordinated. 2. Reaction time is the time between receiving and acting upon sensory information. That's important in dynamic activities because of their mutable nature. When an individual can
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	<p>respond quickly to sensory stimuli, they're more likely to increase their effectiveness.</p> <p>3. Agility is the ability to change positions of the body both efficiently and effectively. It is important in tennis when moving to return the tennis ball, but it is also important in any competitive activity. Agility is also helpful when considering individual activities like hiking, extreme sports, and even running.</p> <p>4. A powerful hit in tennis is useful because it decreases the opponent's available reaction time. Powerful serves are developed through regular practice. Beginning tennis players should not focus on serving powerfully immediately, but should work towards that goal over time.</p>
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Focus Standards Addressed in the Unit:

<i>Standard Number</i>	<i>Standard Description</i>
10.5.9 - A	Describe and apply the components of skill-related fitness to movement performance. - Coordination; Agility; Reaction Time; Power

Important Standards Addressed in the Unit:

10.4.9 - A	Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
10.5.9 - C	Identify and apply practice strategies for skill improvement.
10.3.9 - D	Analyze the role of individual responsibility for safety during organized group activity.

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> Hitting the ball as hard as possible is important for successful tennis play. It's too hard to keep a volley going in tennis if you're just beginning. To hit the ball over the net a tennis player must hit it in an upward direction. 	<ol style="list-style-type: none"> Novice players should not focus on power when hitting the ball. Instead, they should develop proper technique for the forehand and backhand swings before utilizing power. Novice tennis players could make a handful of adjustments to increase accuracy, namely: Choke up on the racket, play on a shorter court, play with more people, take power out of swings. The racket should be perpendicular to the ground, causing the ball to rise slightly over the net and then gradually drop.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The students will demonstrate the safety procedures for playing tennis. The students will learn proper swing technique. The students will learn tennis scoring and rules. The students will learn skill-related fitness components (coordination, power, agility, reaction time) 	<ul style="list-style-type: none"> The students will practice the forearm and backhand swings in tennis. The students will learn to adjust their body position to a moving target. The students will engage in tennis games. 	<ul style="list-style-type: none"> Novice tennis players will learn appropriate skill technique to develop confidence to continue practicing. Students will collaborate with one another through tennis drills to learn skills for tennis and communication. Students will develop a sense of teamwork with their peers.

Academic Vocabulary:

<ul style="list-style-type: none"> Ace Deuce Love Receiver Coordination Force Gravity 	<ul style="list-style-type: none"> Backhand Forehand Volley Transition Agility Rotation Continental Grip 	<ul style="list-style-type: none"> Fault Let Server Speed Reaction Time Lateral
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Assessments:

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- Forehand Swing Evaluation; Tennis Unit Quiz; Visual Assessments
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Differentiation:

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- Adaptations include partner adjustments, smaller or larger rackets, visual aids, using tennis balls with less bounce, and modifying grip on the racket.
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Interdisciplinary Connections:

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- Concepts of physics are discussed throughout the unit including velocity, gravity, Newton's laws, etc.
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Additional Resources:

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- P.E. Policies and Procedures; Student Handbook; "Coaching Tennis: Technical and Tactical Skills" by American Sport Education Program
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Physical Education Grades 9-10

Unit #8

Course/Subject:
Physical Education

Grade:
9-10

Volleyball

Suggested Timeline:
8 class periods

Grade Level Summary

The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.

Grade Level Units

Unit 1: Aquatics
Unit 2: Badminton
Unit 3: Cardio Games
Unit 4: Class Challenges
Unit 5: Fitness Fun
Unit 6: Fitness Testing
Unit 7: Tennis
Unit 8: Volleyball
Unit 9: Weight Training

Unit Title

Volleyball 9-10

Unit Summary

The student will learn the basic skills to be able to play in a recreational volleyball game. The primary skill focus is on the forearm pass. The pass will be learned from the beginner standpoint. Attention will also be given to body positioning, court positioning, anticipating where to position your body before the ball, the purpose of three hits, and small game play.

Unit Essential Questions:

1. What skill do I need to know to be able to play in a recreational volleyball game?

Key Understandings:

1. The forearm pass is the most fundamental skill taught in PE volleyball. If you can consistently make a good pass, you will be able to play in a recreational volleyball game.

Focus Standards Addressed in the Unit:

Standard Number

Standard Description

10.5 9 B	Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.
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Important Standards Addressed in the Unit:

10.5 12 F	Analyze the application of game strategies for different categories of physical activities. + individual + team + lifetime + outdoor
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Misconceptions:	Proper Conceptions:
1. If I can't jump or I am not tall, I am not going to be very good at volleyball.	1. If you can learn how to do a forearm pass, and you are willing to move, you will be able to play in a recreational volleyball game.

Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The object of the game is to send the ball back and forth over the net so the opposing team cannot return it. Regulation volleyball has six players per team, but you may play with less. The student will learn and know how to properly play a ball that is near them. The student will know how to respond appropriately in different movement situations (such as: receiving a serve or preparing to make a set). 	<ul style="list-style-type: none"> The student will correctly assess: knowing where to look; knowing what to look at; and selecting critical cues and ignoring non-critical cues when assessing movement situations in volleyball skills practice. The student will be able to forward-backward stride with knees bent and waist low, cup the fingers and turn the palms upward, keep the forearms, wrists, and elbows straight, contact the ball with the forearms, using an upward motion, extend the legs (and body) when contacting the ball, follow through in the direction of the intended flight. Instruction in the proper hand and finger position is important to avoid injury. Students must be alert at all times for a ball that does not clear the net or for wayward hits. 	<ul style="list-style-type: none"> Social skills are necessary in playing the game of volleyball. Some rules of etiquette that will be observed are; the server will announce the score before each serve, players will roll the ball under the net when it is returned to a server or a different court, student will play a ball only when it is near them so as to allow other teammates a fair chance to be a part of the game. The student will select appropriate strategies based on participation as an individual, with a partner, or as a member of a team. The student will apply correct response selection in different game-like situations.

Academic Vocabulary:

<ul style="list-style-type: none"> Anticipating Ready position Serve Fault Rotation 	<ul style="list-style-type: none"> Spatial Awareness Side Out Scoring Dig Cooperation 	<ul style="list-style-type: none"> Forearm pass Setting (Overhead pass)
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Assessments:

- Teacher question and answer; Teacher observation; Student check; Partner check; Critical Cues Postings
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Differentiation:

- Adaptations that can be made; lower the net, shorten the service distance, toss the ball over the net underhand for a serve, use an oversized or lighter ball, allowing more than one hit per person, more hits per side, one or two bounces per side, and several attempts at serving.
 - Students that struggle in a game situation can work on individual skills until they are ready to join a game situation.
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Interdisciplinary Connections:

- Students experiment with hitting the ball and trajectories. How do I need to hit it in order to place it on the opponent's court in an opponent space?
 - Students can call the score in a foreign language.
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Additional Resources:

- Forearm Pass Critical Cues; Setting Critical Cues
 - Quality Lesson Plans for Secondary Physical Education (Zakrajsek, Carnes, Pettigrew, 2nd. Ed.)
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Physical Education Grades 9-10

Unit #9

Course/Subject: Physical Education	Grade: 9-10	Weight Training	Suggested Timeline: 8 Class Periods
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Grade Level Summary	The focus is to promote fitness, along with developing skills that will provide the opportunity for students to participate in a variety of activities in their adult life. Students will be introduced to activities in strength training and cardiovascular conditioning, aquatics, and individual fitness challenges.
Grade Level Units	Unit 1: Aquatics Unit 2: Badminton Unit 3: Cardio Games Unit 4: Class Challenges Unit 5: Fitness Fun Unit 6: Fitness Testing Unit 7: Tennis Unit 8: Volleyball Unit 9: Weight Training

Unit Title	Weight Training 9-10
Unit Summary	Weight training is a form of physical activity where an individual replicates movements of the body with weighted resistance in an organized process for the purpose of improving cardiovascular endurance, increasing muscular strength, decreasing body weight, and/or shaping musculature. Weight training is a highly adaptable activity with rising popularity, as individual fitness methods become the cultural preference. Students will learn safe, age-appropriate lifts, instruction on developing workouts, and where to find appropriate sources for expanding learning, as well as various forms of trending, individualized exercise.

Unit Essential Questions: <ol style="list-style-type: none"> How does a student safely and effectively exercise using weight equipment? What is the difference between Interval Training and Circuit Training? How do skill competence and social benefits encourage people towards utilizing weight training as a preferential physical activity? 	Key Understandings: <ol style="list-style-type: none"> A student safely and effectively exercises using weight equipment by correctly identifying the desired muscle group and corresponding exercise, understanding proper spotting procedures for that exercise, as well as learning accurate technique for performance of that exercise. Circuit training is a form of training using high-intensity aerobics that focuses on improving muscular strength and
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4. What is an appropriate weight training exercise program look like?	<p>cardiovascular endurance. Interval training is periods of exercise followed by periods of rest.</p> <p>3. Skill competence and social benefits encourage people towards specific physical activities because of the human nature to do what is comfortable. When someone is confident they understand an activity and what they are doing is safe, they are more likely to continue practicing that activity. Also, because of our relational nature, we tend to gravitate towards activities we can enjoy with others.</p> <p>4. An appropriate weight training exercise program encompasses all primary muscle groups of the body, includes a warm up to increase core body temperature and incorporates cardiovascular exercises. Examples of this are the circuit cards used throughout the weight training unit, as well as the variety of warm ups shown in class.</p>
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Focus Standards Addressed in the Unit:

10.5.9 - D	Identify and describe the principles of training using appropriate vocabulary. <ul style="list-style-type: none"> • circuit/interval • repetition/set
10.4.9 - A	Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

Important Standards Addressed in the Unit:

10.3.9 - D	Analyze the role of individual responsibility for safety during organized group activities.
10.4.9 - D	Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence

Misconceptions:	Proper Conceptions:
<ol style="list-style-type: none"> 1. The only purpose of weight training is to build enormous muscle mass. 2. People with injuries are not able to participate in weight training. 3. Weights are expensive and gym memberships are too. 4. Weight training is extremely painful. 	<ol style="list-style-type: none"> 1. While many people do strive for increased muscle mass, weight training programs can be designed for decreasing body mass. 2. With some injuries, weight training may be ill-advised. However, weight training is highly adaptable, and danger from further injury can be mitigated. Consulting a physician is always a good idea if injuries are a concern. 3. Weight training programs can actually be designed to require very little equipment because of expensive equipment. Also, there are plenty of gyms that require a low monthly fee for membership.

	4. Sometimes, when people first begin weight training, muscle soreness is an issue that recurs for the initial workouts. However, beginners to weight training and physical activity often misidentify common muscle soreness from exercise as pain from injury.
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Knowledge & Concepts	Skills & Competencies	Dispositions & Practices
<ul style="list-style-type: none"> The students will learn vocabulary relating to weight training. The students will learn to identify major muscle groups in the body. The students will experience weight training workouts in the school weight room. The students will learn how to develop exercise routines using weight training principles. The students will learn the value of warm ups and cool downs in exercise. The students will learn weight room etiquette. The students will learn safety concepts for weight training. 	<ul style="list-style-type: none"> The students will experience group exercise like pilates, yoga and zumba. The students will practice various exercises for the muscle groups of the body. The students will engage in warm ups and cool downs that will prepare their body for exercise and then recovery The students will learn how to properly spot one another for safe lifting practice. 	<ul style="list-style-type: none"> Students beginning to train using weights will have learned at least one exercise per major muscle group of the body and how to apply them to a weight training regimen. Students will collaborate with one another while working in pairs or groups of three to lift weights and practice form. Students will be empowered to take control of their health through exercise.

Academic Vocabulary:

<ul style="list-style-type: none"> Weight Training Dynamic Stretch Circuit Training Stretch Reflex Leg Extension Upright Row Biceps Curl Dumbbell Row Leg Press Shoulder Press 	<ul style="list-style-type: none"> Set Static Stretch Spotting Balance Leg Curl Preacher Curl Shrugs Triceps Curl Squat Hyperextensions 	<ul style="list-style-type: none"> Repetition Interval Training Contraction Barbell Dumbbell Bench Press Front Lat Pull-Down Captain's Chair Seated Row Incline Bench Press
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Assessments:

<ul style="list-style-type: none"> Visual Form Assessment; Weight Training Unit Quiz

Differentiation:

- Students will be accommodated for injury, illness, or other special needs. Modification of exercises, equipment, and technique are all possibilities based upon the circumstance.
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Interdisciplinary Connections:

- There are brief discussions about nutrition and body systems, connecting physical education to health and biology.
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Additional Resources:

- P.E. Policies and Procedures; Student Handbook; “Strength Training Anatomy” 2nd Ed., Frederic Delavier.
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