



<b>Course: Physical Education</b> <b>Grade: 9-12</b> <b>Designer(s):</b> <b>Sherrie MacKinney</b>	<b>Overview of Course: The students should understand and be able to live a healthy and balanced life after engaging in this course. This course will give each student a sampling of physical movement such as: fitness testing, cardiovascular training, individual games, recreational activities, and team sports.</b>
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**  
 (These “spiral” throughout the entire curriculum.)

<b>Big Idea</b>	<b>Standard(s) Addressed</b>	<b>Enduring Understanding(s)</b>	<b>Essential Question(s)</b>
Responsible Behavior	NASPE Standard 5  PA10.3.9.D PA10.4.9.F PA10.3.12.D PA10.4.12.F	<ul style="list-style-type: none"> <li>• Safety protocol must be understood and followed as it is varied for each activity and location.</li> <li>• You are accountable for how you treat people and your surroundings.</li> <li>• Behaving well is as important as playing well.</li> <li>• A great leader leads by example and with encouragement for others to perform better.</li> </ul>	<ul style="list-style-type: none"> <li>• Did I follow all safety procedures during my activity?</li> <li>• Did I treat everyone and everything with respect?</li> <li>• How do I interact with others during physical activity?</li> <li>• Is respect given or earned?</li> </ul>

Well Being	<p>NASPE Standard 2,3,4</p> <p>PA10.4.9.A,B,C,D,E  PA10.5.9.A,D  PA10.4.12.A,B,C,D,E  PA10.5.12.A,D</p>	<ul style="list-style-type: none"> <li>• Fitness is a process not a product.</li> <li>• Fit people engage in physical activity on a regular basis</li> <li>• If you cannot do an activity today it does not mean you will not be able to do it tomorrow.</li> <li>• Heart rate monitoring during physical activity enables you to understand the effect it has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to be physically fit and how can I stay fit?</li> <li>• What does it mean to be fit for me?</li> <li>• How did I challenge myself today?</li> <li>• What benefits do I receive and what activities are best for me by working in a specific heart rate zone?</li> <li>• How did I challenge myself today?</li> </ul>
Strategies/Techniques	<p>NASPE Standard 1,2</p> <p>PA10.4.9. E  PA10.5.9.A,B,C,D,F  PA10.4.12. E  PA10.5.12.A,B,C,D,F</p>	<ul style="list-style-type: none"> <li>• Repetition of proper technique leads to improvement.</li> <li>• Your mind must know what your body is doing.</li> <li>• A good planner knows when and where to make adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I get better?</li> <li>• What different ways can the body move given a specific purpose?</li> <li>• How can I move effectively and efficiently?</li> </ul>
Teamwork/Competition	<p>NASPE Standard 2,5</p> <p>PA10.4.9.E,F  PA10.5.9.F  PA10.4.12.E,F  PA10.5.12.F</p>	<ul style="list-style-type: none"> <li>• Competition can positively or negatively influence technique, behavior, attitude, and performance.</li> <li>• You can improve your performance regardless of who your competitor is.</li> <li>• A team is more than a collection of individuals.</li> </ul>	<ul style="list-style-type: none"> <li>• What is healthy competition?</li> <li>• How does my competition influence me?</li> <li>• What makes a good team?</li> <li>• What is our team goal?</li> </ul>
Healthy Living	<p>NASPE Standard 6</p> <p>PA10.4.9.A,C,D,E,F  PA10.5.9.D,F  PA10.4.12.A,C,D,E,F  PA10.5.12.D,F</p>	<ul style="list-style-type: none"> <li>• The best choices for you – fit who you are and what you need.</li> <li>• Take care of yourself so you can be your best every day.</li> <li>• All endeavors in life require physical activity and the components of fitness.</li> </ul>	<ul style="list-style-type: none"> <li>• What physical activities motivate me?</li> <li>• How does Physical Education relate to what I do every day?</li> <li>• How will physical activity help me now and in the future?</li> </ul>

**Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study**  
 (These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

<b>Month of Instruction</b> (In what month(s) will you teach this unit?)	<b>Title of Unit</b>	<b>Big Idea(s)</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	<b>Common Assessment(s)*</b> (What assessments will all teachers of this unit use to determine if students have answered the Essential Questions?)	<b>Common Resource(s)* Used</b> (What resources will all teachers of this unit use to help students understand the Big Ideas?)
Week 1 & Week 19	Orientation	Responsible Behavior	NASPE Standard 5  PA10.3.9.D PA10.4.9.F PA10.3.12.D PA10.4.12.F	<ul style="list-style-type: none"> <li>• Safety protocol must be understood and followed as it is varied for each activity and location.</li> <li>• You are accountable for how you treat people and your surroundings.</li> <li>• Behaving well is as important as playing well.</li> <li>• A great leader leads by example and with</li> </ul>	<ul style="list-style-type: none"> <li>• Did I follow all safety procedures during my activity?</li> <li>• Did I treat everyone and everything with respect?</li> <li>• How do I interact with others during physical activity?</li> <li>• Is respect given or earned?</li> </ul>	Formal Observation (Rubric)  Written Test	Course Syllabus

				encouragement for others to perform better.			
Week 2-3 & Week 20-21	Fitness Testing (Pre-test)	Well Being  Responsible Behavior	NASPE Standard 2,3,4  PA10.4.9.A,B,C,D,E PA10.5.9.A,D PA10.4.12.A,B,C,D,E PA10.5.12.A,D	<ul style="list-style-type: none"> <li>• Fitness is a process not a product.</li> <li>• Fit people engage in physical activity on a regular basis</li> <li>• If you cannot do an activity today it does not mean you will not be able to do it tomorrow.</li> <li>• Heart rate monitoring during physical activity enables you to understand the effect it has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to be physically fit and how can I stay fit?</li> <li>• What does it mean to be fit for me?</li> <li>• How did I challenge myself today?</li> <li>• What benefits do I receive and what activities are best for me by working in a specific heart rate zone?</li> <li>• How did I challenge myself today?</li> </ul>	Fitnessgram Testing Results  Fitness Cards	Fitnessgram Test Administration Manual
Week 4-16 & Week 22-34	Individual Activities <ul style="list-style-type: none"> <li>• 4 Square</li> <li>• Recreation Games</li> <li>• Bowling</li> <li>• Basket Golf</li> <li>• Table Tennis</li> </ul>	Strategies/ Techniques  Responsible Behavior	NASPE Standard 1,2  PA10.4.9. E PA10.5.9.A,B,C,D,F PA10.4.12. E PA10.5.12.A,B,C,D,F	<ul style="list-style-type: none"> <li>• Repetition of proper technique leads to improvement.</li> <li>• Your mind must know what your body is doing.</li> <li>• A good planner knows when and where to make adjustments.</li> <li>• Safety protocol must be understood and followed as it is varied for each activity and location.</li> </ul>	<ul style="list-style-type: none"> <li>• How do I get better?</li> <li>• What different ways can the body move given a specific purpose?</li> <li>• How can I move effectively and efficiently?</li> <li>• Did I follow all safety procedures during my activity?</li> </ul>	Formal Observation (Rubric)  Written Tests  Skill Tests	Handouts  PE Games and Activity Kit (6-12)
Week 4-16 & Week 22-34	Team Activities <ul style="list-style-type: none"> <li>• Whiffleball</li> <li>• Softball</li> <li>• Kickball</li> <li>• Cardio KB</li> <li>• Zone Football</li> <li>• Ultimate</li> </ul>	Teamwork/ Competition  Responsible Behavior	NASPE Standard 2,5  PA10.4.9.E,F PA10.5.9.F PA10.4.12.E,F PA10.5.12.F	<ul style="list-style-type: none"> <li>• Competition can positively or negatively influence technique, behavior, attitude, and performance.</li> <li>• You can improve your performance regardless of who your competitor is.</li> <li>• A team is more than a</li> </ul>	<ul style="list-style-type: none"> <li>• What is healthy competition?</li> <li>• How does my competition influence me?</li> <li>• What makes a good team?</li> <li>• What is our team goal?</li> </ul>	Formal Observation (Rubric)  Written Tests  Skill Tests	Handouts  PE Games and Activity Kit (6-12)

	<p>Frisbee</p> <ul style="list-style-type: none"> <li>• Volleyball</li> <li>• Cageball</li> <li>• Soccer</li> <li>• Basketball</li> <li>• Dodgeball</li> <li>• Gatorball</li> </ul>			<p>collection of individuals.</p> <ul style="list-style-type: none"> <li>• You are accountable for how you treat people and your surroundings.</li> <li>• Behaving well is as important as playing well.</li> <li>• A great leader leads by example and with encouragement for others to perform better.</li> </ul>	<ul style="list-style-type: none"> <li>• Did I treat everyone and everything with respect?</li> <li>• How do I interact with others during physical activity?</li> <li>• Is respect given or earned?</li> </ul>		
<p>Week 17-18 &amp; Week 35-36</p>	<p>Fitness Testing (post-test)</p>	<p>Well Being</p>	<p>NASPE Standard 2,3,4</p> <p>PA10.4.9.A,B,C,D,E PA10.5.9.A,D PA10.4.12.A,B,C,D,E PA10.5.12.A,D</p>	<ul style="list-style-type: none"> <li>• Fitness is a process not a product.</li> <li>• Fit people engage in physical activity on a regular basis</li> <li>• If you cannot do an activity today it does not mean you will not be able to do it tomorrow.</li> <li>• Heart rate monitoring during physical activity enables you to understand the effect it has on the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to be physically fit and how can I stay fit?</li> <li>• What does it mean to be fit for me?</li> <li>• How did I challenge myself today?</li> <li>• What benefits do I receive and what activities are best for me by working in a specific heart rate zone?</li> <li>• How did I challenge myself today?</li> </ul>	<p>Fitnessgram Testing Results</p> <p>Fitness Cards</p>	<p>Fitnessgram Test Administration Manual</p>
<p>Weekly</p>	<p>Fitness &amp; Fitness Center</p>	<p>Healthy Living</p>	<p>NASPE Standard 6</p> <p>PA10.4.9.A,C,D,E,F PA10.5.9.D,F PA10.4.12.A,C,D,E,F PA10.5.12.D,F</p>	<ul style="list-style-type: none"> <li>• The best choices for you – fit who you are and what you need.</li> <li>• Take care of yourself so you can be your best every day.</li> <li>• All endeavors in life require physical activity and the components of fitness.</li> <li>• Safety protocol must be understood &amp; followed as it is varied for each activity and location.</li> </ul>	<ul style="list-style-type: none"> <li>• What physical activities motivate me?</li> <li>• How does Physical Education relate to what I do every day?</li> <li>• How will physical activity help me now and in the future?</li> <li>• Did I follow all safety procedures during my activity?</li> </ul>	<p>Formal Observation (Rubric)</p> <p>Written Tests</p> <p>Skill Tests</p>	<p>Handouts</p>