

Wallenpaupack Area School District Planned Course Curriculum Guide

Department: Health & Physical Education

Course: Physical Education 9-12

Course Description:

Physical education provides content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and fitness. Students will participate in a variety of individual, dual, team sports and lifetime fitness activities.

Revision Date: April 4th, 2023

Wallenpaupack Area School District Curriculum	
COURSE: PE	GRADES: 9-12
UNIT 1: Lifetime Activities	TIME FRAME: 1 semester

PA COMMON CORE/NATIONAL STANDARDS:

National:

- Standard 3 – A physically educated person participates regularly in physical activity.
- Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.
- Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA:

- 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: A. Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.

UNIT OBJECTIVES (SWBATS):

Fitness Walking/Hiking

- Calculate max heart rate
- Explain how cardiovascular fitness is important to lifelong fitness
- Demonstrate how to Calculate 70% of max heart rate
- Determine and establish a pace for achieving and maintaining target heart rate zone
- Compare and contrast the health benefits and risks of hiking
- Navigate a trail map and plan a route

Archery/Golf:

- Demonstrate proper technique while loading, shooting and retrieving arrows.
- Discuss the physiological benefits of archery.
- Demonstrate safe shooting practices.
- Demonstrate the proper hand position/grip on an iron and putter.
- Demonstrate the proper technique needed for a successful golf swing.

Strength Training/Yoga:

- Explain the benefits/importance of weightlifting regarding lifelong fitness
- Demonstrate how to safely use the equipment
- Incorporate the 3-step breathing technique
- Demonstrate basic warm-up and cool-down exercises
- Practice mindful meditation while cooling down
- Flow in a yoga sequence with modifications using blocks and straps
- Name various yoga poses (asanas) and have them give a modification for each pose

Kayaking/Water Safety

- Demonstrate how to proper stoke technique
- Describe and demonstrate how to safely enter a kayak/canoe
- Explain the importance of safety while out on the water

Biking/Sharing the road

- List and describe the benefits of biking regarding lifelong fitness
- Demonstrate how to check tire pressure/inflate a tire
- Demonstrate how to put a chain back on the gears
- Explain and compare the purpose of the different gears
- Model and explain how to properly fit a helmet
- Demonstrate the ability to obey traffic laws

Yard Games/Indoor Recreation

- Describe proper game rules and scoring for a variety of yard games
- Demonstrate positive communication skills and cooperative learning strategies
- Manually score a bowling game sheet

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Fitness Walking/Hiking
- Archery/Golf
- Strength Training/Yoga
- Kayaking/Water Safety
- Biking/Sharing the Road
- Yard Games/Indoor Recreation

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Formative

- Teacher Observation
 1. demonstrates proficiency of learning intention or skill development
 2. models the behavior and character of a responsible and moral young adult

Summative

- John Collins Writing Program Level II

EVIDENCE OF MASTERY/Cut Score (Keystone Exam):

- Subjective assessment score of at least 67%

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

Modification of activities so all students can participate

- Moving at a slower/faster pace
- Give options for activities
- Various levels of challenge
- Modify rules of a game or activity
- Adjust and/or modify equipment used for activity
- Appropriate accommodations based on the student's IEP/504 Plan

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- YouTube
- Down Dog App
- 11 Components of Fitness PowerPoint

RESOURCE SPECIFIC VOCABULARY:

- Max Heart Rate
- Cardiovascular endurance
- Target Heart Rate
- Mindful meditation
- Muscular endurance
- Muscular Strength
- Flexibility
- Body Composition
- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Wallenpaupack Area School District Curriculum	
COURSE: PE	GRADES: 9-12
UNIT 2: Team Sports	TIME FRAME: 1 semester

PA COMMON CORE/NATIONAL STANDARDS:

National:

- Standard 1 – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Standard 2 – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Standard 3 – A physically educated person participates regularly in physical activity.
- Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness.
- Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

PA:

- 10.5.12: B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills.
 - open and closed skills • short-term and long-term memory • aspects of good performance
- 10.5.12: F. Analyze the application of game strategies for different categories of physical activities.
 - individual • team • lifetime • outdoor

UNIT OBJECTIVES (SWBATS):

Soccer/Speedball

- Explain the cues for dribbling and passing the ball
- Demonstrate proper footwork for dribbling, passing, and trapping the soccer ball using the head, chest, thigh, knee, and toe
- Explain and implement different offensive and defensive strategies

Endball/Ultimate Frisbee

- Explain and implement different offensive and defensive strategies
- Apply the concept of moving to open space during gameplay.

Rugby/Flickerball

- Explain and implement different offensive and defensive strategies
- Apply the concept of moving to open space during gameplay
- Explain the basic rules of rugby; passing, running the ball, knocks, lineouts, scoring

Floor Hockey/Lacrosse

- Apply the concept of moving to open space during gameplay
- Explain the importance of supporting the “shooting” teammate

Flag Football/Basketball

- Apply the concept of moving to open space during gameplay
- Differentiate between man and zone defense
- Implement zone and man defense

Handball/Tchoukball

- Explain and implement different offensive and defensive strategies
- Apply the concept of moving to open space during gameplay.

Fitness Ball

- Explain and implement different offensive and defensive strategies

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Soccer/Speedball
- Endball/Ultimate Frisbee
- Rugby/Flickerball
- Floor Hockey/Lacrosse
- Flag Football/Basketball
- Handball/Tchoukball
- Fitness Ball

ANCHOR VOCABULARY:

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

Formative

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RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- 11 Components of Physical Fitness PowerPoint

RESOURCE SPECIFIC VOCABULARY:

- Cardiovascular endurance
- Muscular endurance
- Muscular Strength
- Flexibility
- Body Composition
- Agility
- Balance
- Coordination
- Power
- Reaction time
- Speed

Wallenpaupack Area School District Curriculum	
COURSE: PE	GRADES: 9-12
UNIT 3: Net/Striking	TIME FRAME: 1 semester

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>National:</p> <ul style="list-style-type: none"> • Standard 1 – A physically educated person demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. • Standard 2 – A physically educated person demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities. • Standard 3 – A physically educated person participates regularly in physical activity. • Standard 4 – A physically educated person achieves and maintains a health-enhancing level of physical fitness. • Standard 5 – A physically educated person exhibits responsible personal and social behavior that respects self and others in physical activity settings. • Standard 6 – A physically educated person values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction. <p>PA:</p> <ul style="list-style-type: none"> • 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. • 10.5.12: B. Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. <ul style="list-style-type: none"> • open and closed skills • short-term and long-term memory • aspects of good performance
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Tennis/Pickleball</p> <ul style="list-style-type: none"> • Demonstrate moving to the ball • Explain the basics of scoring a tennis or pickleball game • Perform specific skills such as serving and forehand/backhand shots <p>Softball/Whiffle ball/kickball</p> <ul style="list-style-type: none"> • Analyze and explain base running strategies for different situations

- Apply strategies to stay safe and effective while playing in the field (ready position, eyes on the ball)

Badminton

- Analyze and demonstrate rules for a badminton game
- Explain basic strategies/tactics for singles and doubles play
- Display sportsmanship and values of fair play
- Be able to communicate with other students
- Perform specific badminton related skills such as serving and forehand/backhand shots

Cricket

- Demonstrate how to strike a bounced ball using proper striking technique with a cricket paddle
- Explain the basics of scoring a point during a cricket game

Volleyball/Kinball

- Demonstrate how to implement proper footwork to receive and strike the ball
- Explain and implement the rules for scoring and rotating during a game

Table tennis

- Understand the basics of scoring
- Demonstrate and perform specific skills such as serving and forehand/backhand strikes

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Tennis/Pickleball
- Softball/Whiffle ball/Kickball
- Badminton/Cricket
- Volleyball/Kinball
- Table tennis

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