SUBJECT AREA: Physical Education (Mr.Houston)

GRADE LEVEL: 10th Grade

SEMESTER: Fall-Spring

UNIT	UNIT SKILLS AND	CORE TEXTS AND	FORMATIVE &	COMMON	CRSE Alignment
TITLE/ESSENTIAL	CONTENT/Time Frame (Skills should be identified	MATERIALS	SUMMATIVE	CORE/CONTENT	
QUESTION(S)	from core content skills identified in Vertical Planning)		ASSESSMENTS	STANDARDS	
Health and Fitness (Focus on Health and Wellness)	Components of fitness Body composition Cardiovascular Endurance	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning,	Activity, Nutrition, & Skill	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully,
-How can we maintain physical fitness and health throughout our lifetime 10th grade	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	Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/i ndex.php?title=Scaffoldin g&printable=yes&printab le=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. www.pecentral.org	Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia (ie. Video, Podcast, etc.) Peer Observation Self Assessment Student Display or Presentation Student Routine or Create a	deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and	will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths,
		http://www.chs.fuhsd.or g	Game/Skill/Etc. Teacher Observation	a healthy, active lifestyle.29 (S3.H2.L1)	needs, and opinions. Take risks and view mistakes as opportunities to grow

https://www.fsd1.org	Demonstrate	s academically and
nttps.//www.isu1.0ig	competency	
	refines activi	
	movement sk	
	more lifetime	TT' 1 T
	(outdoor purs	D'
	individual-pe	
	activities, aqu	natics. will Draw upon your
	net/wall gam	es or target past learning, prior
	games).24 (S	1.H1.L1) experiences, and the
		richness of your
	Demonstrate	\mathcal{E}
	competency	
	more special	
	in health-rela	
	activities. (S	
	Solves proble	cooperatively toward
	thinks critica	
	physical activ	other accountable in
	dance setting	
	an individual	
	groups.(S4.H	i ways or icarring (i.c. i
		project-based learning,
	Applies the	
	terminology	associated
	with exercise	allu
	participation	Ill Selected
	individual-pe	and interests of those in
	activities,dan	the class community
	net/wall gam	es, target
	games, aquat	· I incipie 3
	outdoor pursi appropriately	racinity mg merasive
	(S2.H1.L1)	Curriculum and
	(32.111.L1)	Assessment
	Analyzes the	health In this unit, students
	benefits of a	self- will
	selected phys	sical
	activity. (S5.	
	C-1	perspectives on a topic
	Selects and p	and be allorded the
	in physical ac	opportunity to draw
	dance that me	. your own conclusions
	need for self-	expression on that topic.

				and enjoyment.(S5.H3.L1)	Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.
					Connect in-school learning with the world outside the classroom.
					Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
					Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Fitness Gram (Focus on Health and Wellness) Time Frame 6 Weeks	Pre and post Fitnessgram Standards of Fitnessgram Healthy fitness zone Personal test scores Personal strengths and weaknesses Results of Fitnessgram	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffoldin	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1)	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and

-What does optimal	Post Fitnessgram scores/	g&printable=yes&printab		Creates a practice plan	privilege in our society.
health look like for	Goals	le=yes	Instrument	to improve	Express respectful
you?	Personal objectives	_	Journal	performance for a self-	agreement or
10th grade	Maintains and improves	Levykh, M. G. (2008). THE	Movement Tracker (More	selected skill.	disagreement with
	physical fitness	AFFECTIVE	info)	(S2.H3.L1)	opinions, validating the
	a. Specificity	ESTABLISHMENT AND		Participates several	knowledge of peers, or challenging their
	•	MAINTENANCE OF	Multimedia (ie. Video,	times a week in a self-	viewpoints in
	b. Progression	VYGOTSKY'S ZONE OF	Podcast, etc.)	selected lifetime	constructive ways.
	c. Overload	PROXIMAL		activity, dance or	Acknowledge and try to
	d. Sets	DEVELOPMENT.	Peer Observation	fitness activity outside	incorporate the ideas of
	e. Repetition	Educational Theory,		of the school day.	peers respectfully,
	f. Variety	58(1), 83-101.	Self Assessment	(S3.H6.L1)	recognizing that other
	Personal fitness plan	36(1), 63-101.		Evaluates the validity	students may have
	Push-up	. 1	Student Display or	of claims made by	vastly different
	Curl-up	www.pecentral.org	Presentation	commercial products	perspectives,
	Sit and Reach			and programs	experiences, strengths,
	Pacer Test	http://www.chs.fuhsd.or	Student Routine or Create a	pertaining to fitness and	needs, and opinions.
	Height and Weight Body	g	Game/Skill/Etc.	a healthy, active	Take risks and view
	Composition			lifestyle.29 (S3.H2.L1)	mistakes as opportunities to grow
	Trunk Lift	https://www.fsd1.org	Teacher Observation	Demonstrates	academically and
	Trunk Liit			competency and/or	emotionally
				refines activity-specific	Cinotionarry
				movement skills in 2 or	Principle 2 – Fostering
				more lifetime activities	High Expectations and
				(outdoor pursuits,	Rigorous Instruction In
				individual-performance	this unit, students
				activities, aquatics,	will Draw upon your
				net/wall games or target	past learning, prior experiences, and the
				games).24 (S1.H1.L1)	richness of your
				Demonstrates	cultural background to
				competency in 1 or	make meaning of new
				more specialized skills	concepts and apply
				in health-related fitness	learning on an ongoing
				activities. (S1.H3.L1)	basis. Work
					cooperatively toward
				Solves problems and	goals and hold each
				thinks critically in	other accountable in
				physical activity and/or	supportive ways.
				dance settings, both as an individual and in	Advocate for varied
				groups.(S4.H4.L1)	ways of learning (i.e.
				groups.(54.114.L1)	project-based learning,
					presentations, station work, small group
			l	1	work, sman group

Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, target games, aputatis, and proportiately, (S2.H1.L1) Analyzes the health henefits of a self-selected physical activity, (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and and engly of the need for self-expression and the				
with exercise and participation in selected individual-performance activities. Mannec, netwall games, target games, aquites and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities of ance that meet the need for self-expression and enjoyment. (S5.H3.L1) enjoyment. (S5.H3.L1) and enjoyment. (S5.H3.L1) Connect in-school leaders. Connect in-school learning withe world outside the class community.				
participation in selected individual-performance activities, dance, net wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) Center of the performance				
individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.HI.L1) Analyzes the health benefits of a self-selected physical activity, (S5.HI.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) are self-expression and enjoyment. (S5.H3.L1) Connect in-school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning growth over time and the proper time and the pr			with exercise and	
activities, dance, netwall games, larget games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities of dance that meet the need for self-expression and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) Callaborate peers to engage in meaningful long-term projects, project-based learning syles and digno to he varied learning syles and and align to the varied learning syles and and align to the varied learning syles and le			participation in selected	and interests of those in
netwall games, target games, aquatics and/o outdoor pussuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) selects and participates or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) comportantly to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow at lattice to demonstrate their knowledge and growth over time and align to the varied learning styles and lignt to the varied learning styles and			individual-performance	the class community.
netwall games, target games, aquatics and/o outdoor pussuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) selects and participates or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) comportantly to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow at lattice to demonstrate their knowledge and growth over time and align to the varied learning styles and lignt to the varied learning styles and			activities,dance,	
games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity, (S5.H1.L1) Selects and participates in physical activities or dance that meet he need for self-expression and enjoyment.(S5.H3.L1) and topic. Generate ideas about people or concepts that people or concepts			net/wall games, target	
appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and			games, aquatics and/or	
(S2.H1.L1) Analyzes the health benefits of a self-selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all suddents to demonstrate their knowledge and growth over time and align to the varied learning styles and			outdoor pursuits	
Analyzes the health benefits of a self-selected physical activity. (SS.H.I.I.1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(SS.H.3.I.1) enjoyment.(SS.H.3.I.1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school learders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and learning styles and			appropriately.	Assessment
Analyzes the health benefits of a self-selected physical activity, (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and learning styles and			(S2.H1.L1)	In this unit students
benefits of a self-selected physical activity. (Ss.HI.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) self-expression and periodical enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
selected physical activity. (S5.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Connect in-school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				YY 111
selected physical activity. (SS.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment. (S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				Experience multiple
activity. (SS.H1.L1) Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varried learning styles and				
in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and			activity. (S5.H1.L1)	
in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and			Selects and participates	opportunity to draw
dance that meet the need for self-expression and enjoyment.(S5.H3.L1)				
need for self-expression and enjoyment.(S5.H3.L1) Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				on that topic.
and enjoyment.(S5.H3.L1) and enjoyment.(S5.H3.L1) people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				_
enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) enjoyment.(S5.H3.L1) people of concepts that peers may like to learn about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
about and share these ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
ideas with your teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and			enjoyment.(55.115.L1)	
teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				leaders.
learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				Connect in school
outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
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				
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				outside the classioom.
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				Collaborate peers to
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				
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				
activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
students to demonstrate their knowledge and growth over time and align to the varied learning styles and				
their knowledge and growth over time and align to the varied learning styles and				
growth over time and align to the varied learning styles and				
align to the varied learning styles and				
learning styles and				
interests of those in the				
class community.				
Class community.				Ciass Community.

					Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Basketball Unit (Focus on Health and Wellness) Time Frame 6 Weeks - Why is it important to have positions in the game of basketball? (10th grade)	Back court Bounce pass Chest pass Double dribble Dribbling. Foul shot (set shot) Inbounds pass Jump shot. Lay-up. Overhead pass. Passing. Rebound. Shooting. Traveling	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. www.pecentral.org http://www.chs.fuhsd.org	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia (ie. Video, Podcast, etc.) Peer Observation Self Assessment Student Display or Presentation Student Routine or Create a Game/Skill/Etc. Teacher Observation	Identifies stressmanagement strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self-selected skills. (S2.H3.L1) Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1) Creates a practice plan to improve performance for a self-selected skill. (S2.H3.L1) Participates several times a week in a self-selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally Principle 2 – Fostering High Expectations and Rigorous Instruction In

pertaining to fitness and a healthy, active lifesyle. 29 (S3.H.P.1.1) Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activity. specific movement skills in 2 or more lifetime activities, aquatics, individual-performance activities, aquatics, and hold each other accountable in suppose a competency in 1 or more specialized skills in the second of the accountable in suppose activities, aquatics, work and hold each other accountable in suppose activities, (S.H.H.L.1) Demonstrates competency in 1 or more specialized skills in the second of the accountable in suppose activities, (S.H.H.L.1) Demonstrates competency in 1 or more specialized skills in the second of the accountable in suppose activities, (S.H.H.L.1) Applies the terminology associated with exercise and privile and interests of those in the terminology associated with exercise and privile accommodate the dividence settings, both as an individual and in midvidual and in midvidual and an individual and and an individual and save accommunity. Advocate for varied ways of learning (s.H.H.L.1) Applies the terminology associated with exercise and privile garming, proposed and interests of those in the terminology associated with exercise and privile garming proposed and interests of those in the terminology associated with exercise and privile garming on an ongoing base activities, (S.H.H.L.1) Applies the terminology associated with exercise and privile garming on an ongoing base activities, (S.H.H.L.1) Applies the terminology associated with exercise and privile garming, propriet ways, and an interest so of those in the terminology associated with exercise and privile garming, propriet ways, and an interest so of those in the terminology associated with exercise and privile garming on an ongoing base activities, (S.H.H.L.1) Applies the terminology associated with exercise and privile garming on an ongoing base activities, (S.H.H.L.1) Applies the terminology associated with exercise and privile garming on an				
a healthy, active licistyle 29 (SS.HZLI) Demonstrates competency and/or oringetence madrice and properties activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net wall games to tagget games). 24 (SI.HII.1) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (SI.HII.1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (SI.HII.1) Applies the terminology associated with exercise and practicipation in selected individual-performance activities, dance, net/wall games, target games, squatics and/or outdoor pursuits appropriately, (SZ.HII.1) Analyzes the health benefits of a self-selected physical and to a large to a proportion or that topic. Solves problems and thinks critically in a large to a large to the class community. The class commodiate the desire commodate the accommodate that accommodate the activities dance, net wall games, target games, squated sand/or outdoor pursuits appropriately, (SZ.HII.1) Analyzes the health benefits of a self-selected physical and the afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn and the proposed peers and the prichage and the proposed peers and the prichage and the prichage			and programs	this unit, students
bemonstrates competency and/or refines activities, specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, squaties, net/wall games) 24 (S.I.H.I.I.I) Demonstrates competency in 1 or more specialized skills in health-related finess activities, (S.I.H.I.I.I) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups, (S4.H4.I.I) Applies the terminology associated with exercise and participation in selected individual-performance activities, (S4.H4.I.I) Applies the terminology associated with exercise and participation in selected individual-performance activities, (S4.H4.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I.I			pertaining to fitness and	will Draw upon your
Demonstrates competency and/or refines activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), 24 (S.H.H.L.I) Demonstrates competency in 1 or more specialized skills in health-related fitness activities, (S.H.B.L.I) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups (S4.H.H.L.I) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, traget games, aquatics and/or outdoor pursuits appropriately. (S2.H.H.L.I) Analyzes the health-enefits of a self-selected physical selected individual-performance activities, defended the performance activities, and the self-selected physical selected individual-performance activities, and the affords the opportunity to draw your own conclusions on that topic. Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these about and about and share these about and about and share these			a healthy, active	past learning, prior
Demonstrates competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, enetwall games or target games).24 (S.H.H.L.I) Demonstrates competency in 1 or more specialized skills in health-related finess activities. (S.I.H.B.L.I) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S.H.H.L.I) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, target games, aquatics and/or outdoor pursuits appropriately. (S.P.H.L.I) Analyzes the health benefits of a self-societed physical			lifestyle.29 (S3.H2.L1)	experiences, and the
competency and/or refines activity-specific movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performane activities, aquatiss, met/wall games or target games), 24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related finness activities, (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performane activities, dance, net/wall games, target games, aquaties and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected benefits of a self-selected benefits of a self-selected benefits of a self-selected benefits of a self-select to learn about absure to learn about absure the seers may like to learn about absure the serior more than the carbot one concepts and apply learning on an ongoing on an ongoing on an ongoing and solid self-selectively source concepts and spols. Source occepts and spols to a poly learning on an ongoing on an ongoing and solid self-activities, capactes, netwall games or target games and bold each other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other accountable in supportive ways. Advocate for varied ways of fearing (the ach other acco			_	richness of your
refines activity-specific movement skills in 20 more lifetime activities (outdoor pursuits, individual-performance activities, aquaties, netwall games or target games), 24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fines activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, aquaties and/or outdoor pursuits appropriately. Solves problems and thinks critically in physical activity and/or dance settings, both an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, aquaties and/or outdoor pursuits appropriately. Solves problems and thinks critically in physical activity and/or dance settings, both an an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games or target games, aquatics and/or outdoor pursuits appropriately. Solves problems and thinks critically in physical activity and/or dance settings, both and accommodate the diverse learning group work). Had accommodate the diverse learning group work) that accommodate				cultural background to
refines activity-specific movement skills in 20 more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net wall games or target games). 24 (S.I.HI.LI) Demonstrates competency in 1 or more specialized skills in health-related finness activities. (S.I.HI.LI) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.HI.LI) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, target games, aquatics and/or outdoor pursuits appropriately. (SZ.HI.LI) Analyzes the health benefits of a self-selected physical				make meaning of new
movement skills in 2 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, netwall games or target games) 24 (SLHLL) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (SLH3LL) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, netwall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical				concepts and apply
basis. Work coutdoor pursuits, individual-performance activities, aquatics, net/wall games or target games), 24 (SI.HI.LI) Demonstrates competency in 1 or more specialized skills in health-related finess activities. (SI.H3.LI) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.LI) 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.HI.LI) Analyzes the health benefits of a self-selected physical				learning on an ongoing
individual-performance activities, aquatics, net/wall games or target games).24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities. dance, net/wall games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical active learning styles on a topic and interests of those in the class community. He class community. In this unit, students will. In this unit, students will. Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that people or concepts the people or concepts the people or concepts the people or con				basis. Work
individual-performance activities, aquatics, netwall games or target games). 24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical sobut and share these				cooperatively toward
activities, aquaties, net/wall games or target games).24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, enct/wall games, target and participation in selected individual-performance activities, dance, enct/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical share these teams about and share these				
games). 24 (S1.H1.L1) Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities. dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical selected participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical selected physica				C
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S.1.H.J.L) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S.4.H.L.I) 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. (S.2.H.1.LI) Analyzes the health benefits of a self- selected physical solves are all densitying inclusive Curriculum and Assessment In this unit, students will Experience multiple perspectives on a topic and the afforded the opportunity to draw your own conclusions on that teoric. Generate ideas about people or concepts that peers may like to learn about and share these				supportive ways.
Demonstrates competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical Generate ideas about people or concepts that peers may like to learn about and share these			games).24 (S1.H1.L1)	
competency in 1 or more specialized skills in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical			Domonatuate -	
presentations, station work, small group work) that accommodate the diverse learning styles diverse learning styles diverse learning styles and individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical selected physical about and share these activities dance about and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
in health-related fitness activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health selected physical activities. (S1.H3.L1) work, that accommodate the diverse learning styles and interests of those in the class community. Principle 3 — Identifying Inclusive Curriculum and Assessment In this unit, students will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
activities. (S1.H3.L1) Solves problems and thinks critically in physical activity and/or dance settings, both an individual and in groups. (S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Activities. (S1.H3.L1) Work) that accommodate the diverse learning styles and interests of those in the class community. Principle 3 — Identifying Inclusive Curriculum and Assessment In this unit, students will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities,dance, net/wall games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical				
Solves problems and thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical Solves problems and thinks critically in physical activity and interests of those in the class community. Principle 3 — Identifying Inclusive Curriculum and Assessment In this unit, students will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these			activities. (S1.H3.L1)	
thinks critically in physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical			Solves problems and	diverse learning styles
physical activity and/or dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical about and share these and individual performance activities dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Generate ideas about people or concepts that peers may like to learn about and share these				
dance settings, both as an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical				the class community.
an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical an individual and in groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Generate ideas about people or concepts that peers may like to learn about and share these				•
activities, dance, net/wall games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical groups.(S4.H4.L1) Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Generate ideas about people or concepts that peers may like to learn about and share these				
Applies the terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical 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) Generate ideas about people or concepts that peers may like to learn about and share these				
terminology associated with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical This unit, students will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
with exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical Analyzes the health benefits of a self-selected physical				Assessment
will exercise and participation in selected individual-performance activities, dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical will Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				In this unit students
individual-performance activities,dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical selected physical sele				
activities,dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self- selected physical				W 111
activities,dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical selected physical Activities,dance, net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Generate ideas about people or concepts that peers may like to learn about and share these				Experience multiple
net/wall games, target games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self-selected physical and be afforded the opportunity to draw your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
games, aquatics and/or outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a selfselected physical agames, aquatics and/or outdoor pursuits your own conclusions on that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
outdoor pursuits appropriately. (S2.H1.L1) Analyzes the health benefits of a self- selected physical outdoor pursuits appropriately. (S2.H1.L1) Generate ideas about people or concepts that peers may like to learn about and share these				
appropriately. (S2.H1.L1) Analyzes the health benefits of a self- selected physical appropriately. On that topic. Generate ideas about people or concepts that peers may like to learn about and share these				
Analyzes the health benefits of a self-selected physical select (ACTIVIX) Generate ideas about people or concepts that peers may like to learn about and share these				•
Analyzes the health benefits of a self-selected physical select (ACTIVITY) Analyzes the health people or concepts that peers may like to learn about and share these			(S2.H1.L1)	_
benefits of a self- selected physical selected physical about and share these			Analyzas the health	
selected physical about and share these				
dout and share these				
activity. (33.111.L1) ideas with your				
			activity. (55.111.L1)	ideas with your

				Selects and participates in physical activities or dance that meet the need for self-expression and enjoyment.(S5.H3.L1)	teachers and school leaders. Connect in-school learning with the world outside the classroom. Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Soccer Unit (Floor Hockey) (Focus on Health and Wellness) Time Frame 6 Weeks Why is sportsmanship important in games and activities? 10th grade	Demonstrate soccer- related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation Describe and be able to execute the importance of running to open spaces to receive passes.	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info)	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self- selected skills. (S2.H3.L1) Uses strategies and tactics effectively	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

	DOMARI IOIII / DVM		1	1 11
Play lead-up games to	ESTABLISHMENT AND	Multimedia (ie. Video,	during game play in	challenging their
develop offensive and	MAINTENANCE OF	Podcast, etc.)	net/wall and/or target	viewpoints in
defensive skills.	VYGOTSKY'S ZONE OF		games. (S2.H5.L1)	constructive ways. Acknowledge and try to
Discuss the importance of	PROXIMAL	Peer Observation	Creates a practice plan	incorporate the ideas of
playing together as a team	DEVELOPMENT.		to improve	peers respectfully,
	Educational Theory,	Self Assessment	performance for a self-	recognizing that other
Define key terms and	58(1), 83-101.	6. 1 . 5. 1	selected skill.	students may have
explain the rules of soccer.		Student Display or	(S2.H3.L1)	vastly different
Describe and be able to	www.pecentral.org	Presentation	Participates several	perspectives,
control the ball correctly		Student Boutine on Creeks	times a week in a self-	experiences, strengths,
· · · · · · · · · · · · · · · · · · ·	http://www.chs.fuhsd.or	Student Routine or Create a	selected lifetime	needs, and opinions.
with the different parts of		Game/Skill/Etc.	activity, dance or	Take risks and view
the body	g	Teacher Observation	fitness activity outside	mistakes as
	https://www.fad1.ong	l reacher Observation	of the school day.	opportunities to grow
	https://www.fsd1.org		(S3.H6.L1)	academically and
			Evaluates the validity	emotionally
			of claims made by	Principle 2 – Fostering
			commercial products	High Expectations and
			and programs	Rigorous Instruction In
			pertaining to fitness and	this unit, students
			a healthy, active	will Draw upon your
			lifestyle.29 (S3.H2.L1)	past learning, prior
			D	experiences, and the
			Demonstrates	richness of your cultural background to
			competency and/or refines activity-specific	make meaning of new
			movement skills in 2 or	concepts and apply
			more lifetime activities	learning on an ongoing
			(outdoor pursuits,	basis. Work
			individual-performance	cooperatively toward
			activities, aquatics,	goals and hold each
			net/wall games or target	other accountable in
			games).24 (S1.H1.L1)	supportive ways.
			Demonstrates	Advocate for varied
			competency in 1 or	ways of learning (i.e.
			more specialized skills	project-based learning,
			in health-related fitness	presentations, station work, small group
			activities. (S1.H3.L1)	work, sman group work) that
				accommodate the
			Solves problems and	diverse learning styles
			thinks critically in	and interests of those in
			physical activity and/or	the class community.
			dance settings, both as	

		an individual and in	Principle 3 –
		groups.(S4.H4.L1)	Identifying Inclusive
		Applies the	Curriculum and
		Applies the	Assessment
		terminology associated with exercise and	In this unit, students
		participation in selected	will
		individual-performance	WIII
		activities,dance,	Experience multiple
		net/wall games, target	perspectives on a topic
		games, aquatics and/or	and be afforded the
		outdoor pursuits	opportunity to draw
		appropriately.	your own conclusions
		(S2.H1.L1)	on that topic.
			C
		Analyzes the health	Generate ideas about
		benefits of a self-	people or concepts that
		selected physical	peers may like to learn about and share these
		activity. (S5.H1.L1)	
		Selects and participates	ideas with your teachers and school
		in physical activities or	leaders.
		dance that meet the	readers.
		need for self-expression	Connect in-school
		and	learning with the world
		enjoyment.(S5.H3.L1)	outside the classroom.
		j j · j	Callaha nata maana ta
			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.
			Callah anata maana ta
			Collaborate peers to
			demonstrate their
			knowledge and growth
			over time and align to the varied learning
			styles and interests of
			styres and interests of

					those in the class community.
(Focus on Health and Wellness) Time Frame 6 Weeks (Possible EQ depending on Grade Level being Taught) How does participation in football improve physical fitness? 10th grade pa dri	cocedures for articipating in skill ills/game play dividual sport specific ills esign Strategy: efenses, offensive plays ules/Scoring of a game esigner-Intermediate esting skills eginner-Intermediate entching skills eginner-Intermediate unning pass routes efensive coverages unning with football	Lipscomb, L., Swanson, J., & West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/index.php?title=Scaffolding&printable=yes&printable=yes&printable=yes Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101. www.pecentral.org http://www.chs.fuhsd.org	Formative and Summative Assessments Activity, Nutrition, & Skill Logs Game Performance Assessment Instrument Journal Movement Tracker (More info) Multimedia (ie. Video, Podcast, etc.) Peer Observation Self Assessment Student Display or Presentation Student Routine or Create a Game/Skill/Etc. Teacher Observation	Identifies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.45 (S3.H14.L1) Creates a practice plan to improve performance for self- selected skills. (S2.H3.L1) Uses strategies and tactics effectively during game play in net/wall and/or target games. (S2.H5.L1) Creates a practice plan to improve performance for a self- selected skill. (S2.H3.L1) Participates several times a week in a self- selected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1) Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)	Principle 1 – Creating a Welcoming and Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that challenge power and privilege in our society. Express respectful agreement or disagreement with opinions, validating the knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of peers respectfully, recognizing that other students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally Principle 2 – Fostering High Expectations and Rigorous Instruction In this unit, students will Draw upon your past learning, prior experiences, and the

 ,	_	 	
		Demonstrates	make meaning of new
		competency and/or	concepts and apply
		refines activity-specific	learning on an ongoing
		movement skills in 2 or	basis. Work
		more lifetime activities	cooperatively toward
		(outdoor pursuits,	goals and hold each
		individual-performance	other accountable in
		activities, aquatics,	supportive ways.
		net/wall games or target	Advocate for varied
		games).24 (S1.H1.L1)	ways of learning (i.e.
		Demonstrates	project-based learning,
		Demonstrates	presentations, station
		competency in 1 or	work, small group
		more specialized skills	work) that
		in health-related fitness	accommodate the
		activities. (S1.H3.L1)	diverse learning styles
		Solves problems and	and interests of those in
		thinks critically in	the class community.
		physical activity and/or	Principle 3 –
		dance settings, both as	Identifying Inclusive
		an individual and in	Curriculum and
		groups.(S4.H4.L1)	Assessment
			Assessment
		Applies the	In this unit, students
		terminology associated	will
		with exercise and	
		participation in selected	Experience multiple
		individual-performance	perspectives on a topic
		activities,dance,	and be afforded the
		net/wall games, target	opportunity to draw
		games, aquatics and/or	your own conclusions
		outdoor pursuits	on that topic.
		appropriately.	Generate ideas about
		(S2.H1.L1)	people or concepts that
		Analyzes the health	peers may like to learn
		benefits of a self-	about and share these
		selected physical	ideas with your
		activity. (S5.H1.L1)	teachers and school
		•	leaders.
		Selects and participates	
		in physical activities or	Connect in-school
		dance that meet the	learning with the world
		need for self-expression	outside the classroom.
		-	

				and enjoyment.(S5.H3.L1)	Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community. Collaborate peers to
					demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.
Net Sports Unit (Volleyball,Pickleball	Students will be able to advance skills/level	Lipscomb, L., Swanson, J., & West, A. (n.d.).	Formative and Summative Assessments	Identifies stress- management strategies	Principle 1 – Creating a Welcoming and
Badminton)	advance skins/level	Scaffolding Emerging		(e.g., mental imagery, relaxation techniques,	Affirming Environment In this unit, students
(Focus on Health and Wellness)	•Ace . •Bump set . •Defense . •Dig . •Double	Perspectives on Learning, Teaching and Technology.	Activity, Nutrition, & Skill Logs	deep breathing, aerobic	will Respectfully,
Time Frame 6 Weeks	hit •Forearm pass . •Game	Retrieved May 13, 2014,		exercise, meditation) to reduce stress.45	and with care, engage in difficult
	point . •Net serve .	from http://epltt.coe.uga.edu/i	Game Performance	(S3.H14.L1)	conversations, particularly those that
(Possible EQ depending on Grade	Offense . Overhand serve . Overhead set .	ndex.php?title=Scaffoldin	Assessment	Creates a practice plan to improve	challenge power and
Level being Taught)	•Serve . •Set . •Side out .	g&printable=yes&printab le=yes	Instrument	performance for self-	privilege in our society. Express respectful
	•Spike . •Underhand serve	10-903	Journal Movement Tracker (More	selected skills. (S2.H3.L1)	agreement or disagreement with
How can understanding	Compare and contrast the	Levykh, M. G. (2008). THE	info)	Uses strategies and	opinions, validating the
movement concepts	roles of players and	AFFECTIVE ESTABLISHMENT AND	Multimedia (ie. Video,	tactics effectively	knowledge of peers, or challenging their
improve my performance?	observers in regards to proper sportsmanship and	MAINTENANCE OF	Podcast, etc.)	during game play in net/wall and/or target	viewpoints in
10th grade	recommend strategies to	VYGOTSKY'S ZONE OF PROXIMAL	Peer Observation	games. (S2.H5.L1)	constructive ways. Acknowledge and try to
	improve these behaviors.	DEVELOPMENT.		Creates a practice plan	incorporate the ideas of
			Self Assessment	to improve performance for a self-	peers respectfully, recognizing that other

Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities.

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

various body parts and

Educational Theory, 58(1), 83-101.

www.pecentral.org

http://www.chs.fuhsd.or

https://www.fsd1.org

Student Display or Presentation

Student Routine or Create a Game/Skill/Etc.

Teacher Observation

selected skill. (S2.H3.L1)

Participates several times a week in a selfselected lifetime activity, dance or fitness activity outside of the school day. (S3.H6.L1)

Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.29 (S3.H2.L1)

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

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

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

Applies the terminology associated with exercise and participation in selected students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally

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

Principle 3 – Identifying Inclusive Curriculum and Assessment

nultiple on a topic led the o draw nclusions
on a topic led the o draw nclusions
on a topic led the o draw nclusions
led the o draw
o draw nclusions
nclusions
ıs about
as about
ncepts that
te to learn are these
are tnese our
school
5011001
chool
the world
assroom.
peers to
aningful
ojects,
l learning d field
ow all
emonstrate
dge and
time and
aried
es and
ose in the
nity.
-
peers to
their
nd growth
d align to
rning
erests of
elass
to the contraction of the contra