SUBJECT AREA: Physical Education (Mr.Farooq)

GRADE LEVEL: 12th Grade

SEMESTER: Fall-Spring

UNIT	UNIT SKILLS AND	CORE TEXTS AND	FORMATIVE &	COMMON	CRSE Alignment
TITLE/ESSENTIAL	CONTENT/Time Frame	MATERIALS	SUMMATIVE	CORE/CONTENT	
QUESTION(S)	(Skills should be identified from core content skills identified in Vertical Planning)		ASSESSMENTS	STANDARDS	
Health and Fitness (Focus on Health and Wellness) Time Frame 6 Weeks -What does Health and Fitness look like in our community vs the rest of the world? 12th grade	Components of fitness Body composition Cardiovascular Endurance muscular strength Flexibility Competency of movement Rules, biomechanical principles, and problem- solving Fitness activities, Fitness training, Project adventure, Individual sports, Life-long recreational, Mental Emotional Health	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	Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2) Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.30 (S3.H2.L2) Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2) Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2) Identifies and discusses the historical and	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
		https://www.fsd1.org		cultural roles of games,	opportunities to grow

sports and dance in a	academically and
society.26 (S2.H1.L2)	emotionally
Accepts differences	Principle 2 – Fostering
between personal	High Expectations and
characteristics and the	Rigorous Instruction In
idealized body images	this unit, students
and elite performance	will Draw upon your
levels portrayed in	past learning, prior
various media.48	experiences, and the
(S4.H1.L2)	richness of your
A 41 2 : 4	cultural background to
Accepts others' ideas,	make meaning of new
cultural diversity and	concepts and apply
body types by engaging	learning on an ongoing
in cooperative and	basis. Work
collaborative	cooperatively toward
movement projects.	goals and hold each
(S4.H4.L2)	other accountable in
Chooses an appropriate	supportive ways.
level of challenge to	Advocate for varied
experience success and	ways of learning (i.e.
desire to participate in a	project-based learning,
self-selected physical	presentations, station
activity.51 (S5.H2.L2)	work, small group
detivity.51 (55.112.152)	work) that
Applies stress-	accommodate the
management strategies	diverse learning styles
(e.g., mental imagery,	and interests of those in
relaxation techniques,	the class community.
deep breathing, aerobic	Dela da la 2
exercise, meditation) to	Principle 3 –
reduce stress.46	Identifying Inclusive
(S3.H14.L2)	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.
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	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	Pre and post Fitnessgram	Lipscomb, L., Swanson, J.,	Formative and Summative	Investigates the	Principle 1 – Creating a
(Focus on Health and Wellness)	Standards of Fitnessgram Healthy fitness zone	& West, A. (n.d.). Scaffolding Emerging	Assessments	relationships among physical activity,	Welcoming and Affirming Environment
Time Frame 6 Weeks	Personal test scores Personal strengths and weaknesses	Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014,	Activity, Nutrition, & Skill Logs	nutrition and body composition. (S3.H1.L2)	In this unit, students will Respectfully, and with care, engage in difficult
-How can we maintain physical fitness and health	Results of Fitnessgram Post Fitnessgram scores/ Goals	from http://epltt.coe.uga.edu/i ndex.php?title=Scaffoldin	Game Performance Assessment	Analyzes and applies technology and social media as tool for	conversations, particularly those that challenge power and
throughout our lifetime?	Personal objectives	g&printable=yes&printab le=yes	Instrument Journal	supporting a healthy,	privilege in our society. Express respectful agreement or

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	Maintains and improves	
12th grade	physical fitness	Lev
	a. Specificity	AFF
	b. Progression	EST
	c. Overload	MA
	d. Sets	VYC
	e. Repetition	PRO
	f. Variety	DEV
	Personal fitness plan	Edu
	Push-up	58(
	Curl-up	
	Sit and Reach	ww
	Pacer Test	
	Height and Weight Body	http
	Composition	g
	Trunk Lift	
		http
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Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.

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https://www.fsd1.org

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

active lifestyle.30 (S3.H2.L2)

Analyzes the impact of life choices, economics, motivation and accessibility on exercise adherence and participation in physical activity in college or career settings. (S3.H5.L2)

Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)

Identifies and discusses the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2)

Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)

Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)

Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)

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 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

		Applies stress-	and interests of those in
		management strategies	the class community.
		(e.g., mental imagery,	Principle 3 –
		relaxation techniques,	Identifying Inclusive
		deep breathing, aerobic	Curriculum and
		exercise, meditation) to	Assessment
		reduce stress.46	Assessment
		(S3.H14.L2)	In this unit, students
			will
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			Experience multiple
			perspectives on a topic
			and be afforded the
			opportunity to draw your own conclusions
			on that topic.
			on mat 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
			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.
Basketball Unit (Focus on Health and Wellness) Time Frame 6 Weeks - Analyze why dribbling a basketball is one of the most important skills, if not the most important skill, in the game of basketball? (12) - Why is it important to have positions in the game of basketball? (12)	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 https://www.fsd1.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	Refines activity- specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-perform- dance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2) Describes the speed vs. accuracy trade-off in throwing and striking skills.28 (S2.H2.L2) Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).35 (S3.H6.L2) Applies stress- management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2) Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)	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 richness of your cultural background to

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the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2) Accepts differences between personal characteristics and the idealized body images the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2) Accepts differences between personal characteristics and the idealized body images Connect in-school learning with the w				Generate ideas about
cultural roles of games, sports and dance in a society.26 (S2.H1.L2) Accepts differences between personal characteristics and the idealized body images Connect in-school learning with the w				people or concepts that
sports and dance in a society.26 (S2.H1.L2) Accepts differences between personal characteristics and the idealized body images Accepts differences between personal characteristics and the idealized body images Connect in-school learning with the w				peers may like to learn
Society.26 (S2.H1.L2) Accepts differences between personal characteristics and the idealized body images Society.26 (S2.H1.L2) ideas with your teachers and school leaders. Connect in-school learning with the w				about and share these
Accepts differences between personal characteristics and the idealized body images teachers and school leaders. Connect in-school learning with the w			society.26 (S2.H1.L2)	
between personal characteristics and the idealized body images Connect in-school learning with the w			Agants differences	teachers and school
characteristics and the idealized body images Connect in-school learning with the w				leaders.
idealized body images learning with the w				
1 11 Carming with the w				
and one performance outside the classroo				
levels portrayed in				outside the classroom.
				Collaborate peers to
				engage in meaningful
(5 MILE2) engage in incuming			(5)	ongage in meaningful

				Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2) Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2) Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)	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	Demonstrate soccer-	Lipscomb, L., Swanson, J.,	Formative and Summative	Refines activity- specific movement	Principle 1 – Creating a Welcoming and
(Floor Hockey) (Focus on Health and Wellness) Time Frame 6 Weeks	related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation Describe and be able to	& West, A. (n.d.). Scaffolding Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from http://epltt.coe.uga.edu/i	Assessments Activity, Nutrition, & Skill Logs Game Performance	skills in 1 or more lifetime activities (outdoor pursuits, individual-perform- dance activities, aquatics, net/wall games, or target	Affirming Environment In this unit, students will Respectfully, and with care, engage in difficult conversations, particularly those that
How does teamwork help one be	execute the importance of	ndex.php?title=Scaffoldin	Assessment	games).25 (S1.H1.L2)	challenge power and
successful in a game of soccer?	running to open spaces to receive passes.	g&printable=yes&printab le=yes	Instrument Journal	Describes the speed vs. accuracy trade-off in	privilege in our society. Express respectful
12th grade	Play lead-up games to	Levykh, M. G. (2008). THE	Movement Tracker (More info)	throwing and striking skills.28 (S2.H2.L2)	agreement or disagreement with opinions, validating the
	develop offensive and defensive skills. Discuss the importance of playing together as a team	AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT.	Multimedia (ie. Video, Podcast, etc.) Peer Observation	Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament,	knowledge of peers, or challenging their viewpoints in constructive ways. Acknowledge and try to incorporate the ideas of
	Define key terms and explain the rules of soccer.	Educational Theory, 58(1), 83-101.	Self Assessment	manon, tournament,	peers respectfully, recognizing that other

Describe and by the	T	Student Display 5"	dance performance,	students more have
Describe and be able to		Student Display or	cycling event).35	students may have vastly different
control the ball correctly	www.pecentral.org	Presentation	Cycling event).33	perspectives,
with the different parts of		Student Douting or Creats	(S3.H6.L2)	experiences, strengths,
the body	http://www.chs.fuhsd.or	Student Routine or Create a		needs, and opinions.
	g	Game/Skill/Etc.	Applies stress-	Take risks and view
		Tarahan Ohaamatian	management strategies	mistakes as
	https://www.fsd1.org	Teacher Observation	(e.g., mental imagery,	opportunities to grow
			relaxation techniques, deep breathing, aerobic	academically and
			exercise, meditation) to	emotionally
			reduce stress.46	Di ila Di i
			(S3.H14.L2)	Principle 2 – Fostering
			(53.1114.122)	High Expectations and
			Investigates the	Rigorous Instruction In
			relationships among	this unit, students
			physical activity,	will Draw upon your past learning, prior
			nutrition and body	experiences, and the
			composition.	richness of your
			(S3.H1.L2)	cultural background to
			Accepts differences	make meaning of new
			between personal	concepts and apply
			characteristics and the	learning on an ongoing
			idealized body images	basis. Work
			and elite performance	cooperatively toward
			levels portrayed in	goals and hold each
			various media.48	other accountable in
			(S4.H1.L2)	supportive ways.
				Advocate for varied
				ways of learning (i.e.
			Analyzes and applies	project-based learning,
			technology and social	presentations, station
			media as tool for	work, small group
			supporting a healthy,	work) that accommodate the
			active lifestyle.30	diverse learning styles
			(S3.H2.L2)	and interests of those in
			Analyzes the impact of	the class community.
			life choices, economics,	ř
			motivation and	Principle 3 –
			accessibility on	Identifying Inclusive
			exercise adherence and	Curriculum and
			participation in	Assessment
			physical activity in	In this unit, students
			college or career	will
			settings. (S3.H5.L2)	

T		 Damanatusts	E
		Demonstrates	Experience multiple
		competency in 2 or	perspectives on a topic
		more specialized skills	and be afforded the
		in health-related fitness	opportunity to draw
		activities. (S1.H3.L2)	your own conclusions
		Identifies and discusses	on that topic.
			Composto ideas about
		the historical and	Generate ideas about
		cultural roles of games,	people or concepts that
		sports and dance in a	peers may like to learn
		society.26 (S2.H1.L2)	about and share these
		Accepts differences	ideas with your
		between personal	teachers and school
		characteristics and the	leaders.
		idealized body images	Connect in-school
		and elite performance	learning with the world
		levels portrayed in	outside the classroom.
		various media.48	outside the classicom.
		(S4.H1.L2)	Collaborate peers to
		(54.111.L2)	engage in meaningful
		Accepts others' ideas,	long-term projects,
		cultural diversity and	project-based learning
		body types by engaging	activities, and field
		in cooperative and	visits that allow all
		collaborative	students to demonstrate
		movement projects.	their knowledge and
		(S4.H4.L2)	growth over time and
			align to the varied
		Chooses an appropriate	learning styles and
		level of challenge to	interests of those in the
		experience success and	class community.
		desire to participate in a	•
		self-selected physical	Collaborate peers to
		activity.51 (S5.H2.L2)	demonstrate their
		A 11	knowledge and growth
		Applies strategies and	over time and align to
		tactics when analyzing	the varied learning
		errors in game play in	styles and interests of
		net/wall and/or target	those in the class
		games. (S2.H5.L2)	community.
			-

	<u></u>				
Football Unit	Procedures for	Lipscomb, L., Swanson, J.,	Formative and Summative	Refines activity-	Principle 1 – Creating a
(Focus on Health	participating in skill	& West, A. (n.d.).	Assessments	specific movement	Welcoming and
and Wellness)	drills/game play	Scaffolding Emerging		skills in 1 or more	Affirming Environment
		Perspectives on Learning,	Activity, Nutrition, & Skill	lifetime activities	In this unit, students
Time Frame 6 Weeks	Individual sport specific	Teaching and Technology.	Logs	(outdoor pursuits,	will Respectfully,
	· · ·	Retrieved May 13, 2014,		individual-perform-	and with care, engage
(Possible EQ	skills	from		dance activities,	in difficult
depending on Grade		http://epltt.coe.uga.edu/i	Game Performance	aquatics, net/wall	conversations,
Level being Taught)	Design Strategy:		Assessment	games, or target	particularly those that
	Defenses, offensive plays	ndex.php?title=Scaffoldin		games).25 (S1.H1.L2)	challenge power and privilege in our society.
	Rules/Scoring of a game	g&printable=yes&printab	Instrument	Describes the speed vs.	Express respectful
Marin da a a Mari		le=yes	Journal	accuracy trade-off in	agreement or
How does the	Advanced Passing skills		Movement Tracker (More	throwing and striking	disagreement with
understanding of	Advanced Catching skills	Levykh, M. G. (2008). THE	info)	skills.28 (S2.H2.L2)	opinions, validating the
game strategy help	Advanced Running pass	AFFECTIVE	,	Constant and the second	knowledge of peers, or
the team achieve		ESTABLISHMENT AND	Multimedia (ie. Video,	Creates a plan, trains	challenging their
the goal of winning	routes	MAINTENANCE OF	Podcast, etc.)	for and participates in a	viewpoints in
the game?		VYGOTSKY'S ZONE OF	,	community event with a focus on physical	constructive ways.
	Defensive coverages	PROXIMAL	Peer Observation	activity (e.g., 5K,	Acknowledge and try to
12th grade		DEVELOPMENT.		triathlon, tournament,	incorporate the ideas of
	Running with football	Educational Theory,	Self Assessment	dance performance,	peers respectfully,
		58(1), 83-101.		cycling event).35	recognizing that other
		30(1), 03-101.	Student Display or	graming a ventage	students may have
			Presentation	(S3.H6.L2)	vastly different
		www.pecentral.org		Applies stress-	perspectives,
			Student Routine or Create a	management strategies	experiences, strengths,
		http://www.chs.fuhsd.or	Game/Skill/Etc.	(e.g., mental imagery,	needs, and opinions.
		g		relaxation techniques,	Take risks and view
			Teacher Observation	deep breathing, aerobic	mistakes as
		https://www.fsd1.org		exercise, meditation) to	opportunities to grow academically and
				reduce stress.46	emotionally
				(S3.H14.L2)	Cinotionarry
					Principle 2 – Fostering
				Investigates the	High Expectations and
				relationships among	Rigorous Instruction In
				physical activity,	this unit, students
				nutrition and body	will Draw upon your
				composition.	past learning, prior
				(S3.H1.L2)	experiences, and the
				Accepts differences	richness of your
				between personal	cultural background to
				characteristics and the	make meaning of new
				idealized body images	concepts and apply
				and elite performance	learning on an ongoing
		1	<u> </u>	1	basis. Work

	levels portrayed in	cooperatively toward
	various media.48	goals and hold each
	(S4.H1.L2)	other accountable in
		supportive ways.
		Advocate for varied
	Analyzes and applies	ways of learning (i.e.
	technology and social	project-based learning,
	media as tool for	presentations, station
	supporting a healthy,	work, small group work) that
	active lifestyle.30	accommodate the
	(S3.H2.L2)	diverse learning styles
	Analyzas the impact of	and interests of those in
	Analyzes the impact of life choices, economics,	
	motivation and	the class community.
	accessibility on	Principle 3 –
	exercise adherence and	Identifying Inclusive
	participation in	Curriculum and
	physical activity in	Assessment
	college or career	In this unit, students
	settings. (S3.H5.L2)	will
		wiii
	Demonstrates	Experience multiple
	competency in 2 or	perspectives on a topic
	more specialized skills in health-related fitness	and be afforded the
	activities. (S1.H3.L2)	opportunity to draw
	activities. (S1.H3.L2)	your own conclusions
	Identifies and discusses	on that topic.
	the historical and	Generate ideas about
	cultural roles of games,	people or concepts that
	sports and dance in a	peers may like to learn
	society.26 (S2.H1.L2)	about and share these
	Accepts differences	ideas with your
	between personal	teachers and school
	characteristics and the	leaders.
	idealized body images	Connect in-school
	and elite performance	learning with the world
	levels portrayed in	outside the classroom.
	various media.48	oduside the classicolli.
	(S4.H1.L2)	Collaborate peers to
	A 4 4 21	engage in meaningful
	Accepts others' ideas,	long-term projects,
	cultural diversity and	project-based learning
	body types by engaging	activities, and nera
	in cooperative and collaborative	visits that allow all
	сонавогануе	L

				movement projects. (S4.H4.L2) Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2) Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)	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 Badminton) (Focus on Health and Wellness) Time Frame 6 Weeks (Possible EQ depending on Grade Level being Taught) When choosing people for a team, what qualities do you look for? 12th grade	Students will be able to advance skills/level •Ace . •Bump set . •Defense . •Dig . •Double hit •Forearm pass . •Game point . •Net serve . •Offense . •Overhand serve . •Overhead set . •Serve . •Set . •Side out . •Spike . •Underhand serve Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors. Demonstrate knowledge of rules, procedures, and safety concepts and apply	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.	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	Refines activity- specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-perform- dance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2) Describes the speed vs. accuracy trade-off in throwing and striking skills.28 (S2.H2.L2) Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament, dance performance, cycling event).35 (S3.H6.L2)	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,

and participant in game	os http://www.chc.fuhcd.or	Student Routine or Create a	Applies stress-	needs, and opinions.
and participant in game	• • • •		management strategies	Take risks and view
sports, and activities.	g	Game/Skill/Etc.	(e.g., mental imagery,	mistakes as
		Toocher Observation	relaxation techniques,	opportunities to grow
Demonstrate the ability	y to https://www.fsd1.org	Teacher Observation	deep breathing, aerobic	academically and
perform both offensive			exercise, meditation) to	emotionally
and defensive strategie	es in		reduce stress.46	ř
applied settings (games	s,		(S3.H14.L2)	Principle 2 – Fostering High Expectations and
sports, and other			Investigates the	Rigorous Instruction In
activities).			relationships among	this unit, students
Explain and demonstra	te		physical activity,	will Draw upon your
how to control a variet			nutrition and body	past learning, prior
objects within non-	,,		composition.	experiences, and the
competitive cooperativ	, ₀		(S3.H1.L2)	richness of your
	, e		1:00	cultural background to
and competitive			Accepts differences	make meaning of new
environments (apply ru	- I		between personal characteristics and the	concepts and apply
while moving in genera			idealized body images	learning on an ongoing
space at varying pathw	-		and elite performance	basis. Work
directions, and speeds.			levels portrayed in	cooperatively toward
Explain and demonstra	te		various media.48	goals and hold each other accountable in
how to maintain team			(S4.H1.L2)	supportive ways.
possession in competit	ive,			Advocate for varied
partner, and small grou	qu			ways of learning (i.e.
games, sports, and			Analyzes and applies	project-based learning,
activities.			technology and social	presentations, station
Explain and demonstra	te		media as tool for	work, small group
specific exercises,			supporting a healthy,	work) that
activities, and strategie			active lifestyle.30	accommodate the
_	:5		(S3.H2.L2)	diverse learning styles
that will maintain or			Analyzes the impact of	and interests of those in
improve health and ski	"		life choices, economics,	the class community.
related fitness			motivation and	Principle 3 –
components.			accessibility on	Identifying Inclusive
Explain and demonstra			exercise adherence and	Curriculum and
striking and kicking of a	an		participation in	Assessment
object continuously wit	th		physical activity in	In this unit, students
various body parts and			college or career	will
implements in games,			settings. (S3.H5.L2)	
sports, and activities			Demonstrates	Experience multiple
			competency in 2 or	perspectives on a topic
			more specialized skills	and be afforded the
				opportunity to draw

		in health-related fitness	your own conclusions
		activities. (S1.H3.L2)	on that topic.
		Identifies and discusses	Generate ideas about
		the historical and	people or concepts that
		cultural roles of games,	peers may like to learn
		sports and dance in a	about and share these
		society.26 (S2.H1.L2)	ideas with your
			teachers and school
		Accepts differences	leaders.
		between personal	
		characteristics and the	Connect in-school
		idealized body images	learning with the world
		and elite performance	outside the classroom.
		levels portrayed in	Collaborate peers to
		various media.48	engage in meaningful
		(S4.H1.L2)	long-term projects,
		Accepts others' ideas,	project-based learning
		cultural diversity and	activities, and field
		body types by engaging	visits that allow all
		in cooperative and	students to demonstrate
		collaborative	their knowledge and
		movement projects.	growth over time and
		(S4.H4.L2)	align to the varied
		(S4.114.L2)	learning styles and
		Chooses an appropriate	interests of those in the
		level of challenge to	class community.
		experience success and	class community.
		desire to participate in a	Collaborate peers to
		self-selected physical	demonstrate their
		activity.51 (S5.H2.L2)	knowledge and growth
		•	over time and align to
		Applies strategies and	the varied learning
		tactics when analyzing	styles and interests of
		errors in game play in	those in the class
		net/wall and/or target	community.
		games. (S2.H5.L2)	-