

**SUBJECT AREA: Physical Education (Mr.Farooq)**

**GRADE LEVEL: 12th Grade**

**SEMESTER: Fall-Spring**

UNIT TITLE/ESSENTIAL QUESTION(S)	UNIT SKILLS AND CONTENT/Time Frame (Skills should be identified from core content skills identified in Vertical Planning)	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	COMMON CORE/CONTENT STANDARDS	CRSE Alignment
<p>Health and Fitness (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>-What does Health and Fitness look like in our community vs the rest of the world?</p> <p>12th grade</p>	<p>Components of fitness</p> <p>Body composition</p> <p>Cardiovascular</p> <p>Endurance</p> <p>muscular strength</p> <p>Flexibility</p> <p>Competency of movement</p> <p>Rules,biomechanical principles, and problem-solving</p> <p>Fitness activities, Fitness training, Project adventure, Individual sports,</p> <p>Life-long recreational, Mental Emotional Health</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p> <p>Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.30 (S3.H2.L2)</p> <p>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)</p> <p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games,</p>	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>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</p>

				<p>sports and dance in a society.26 (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p> <p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)</p>	<p>academically and emotionally</p> <p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that</p>
--	--	--	--	---	--

					<p>peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>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.</p>
<p>Fitness Gram (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>-How can we maintain physical fitness and health throughout our lifetime?</p>	<p>Pre and post Fitnessgram Standards of Fitnessgram</p> <p>Healthy fitness zone</p> <p>Personal test scores</p> <p>Personal strengths and weaknesses</p> <p>Results of Fitnessgram</p> <p>Post Fitnessgram scores/Goals</p> <p>Personal objectives</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal</p>	<p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy,</p>	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>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</p>

<p>12th grade</p>	<p>Maintains and improves physical fitness</p> <ul style="list-style-type: none"> <li>a. Specificity</li> <li>b. Progression</li> <li>c. Overload</li> <li>d. Sets</li> <li>e. Repetition</li> <li>f. Variety</li> </ul> <p>Personal fitness plan  Push-up  Curl-up  Sit and Reach  Pacer Test  Height and Weight Body Composition  Trunk Lift</p>	<p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>active lifestyle.30 (S3.H2.L2)</p> <p>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)</p> <p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p>	<p>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</p> <p>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</p>
-------------------	--	---	--	---	---

				<p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.<sup>46</sup> (S3.H14.L2)</p>	<p>and interests of those in the class community.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>Collaborate peers to demonstrate their knowledge and growth over time and align to the varied learning</p>
--	--	--	--	--	--

					styles and interests of those in the class community.
<p>Basketball Unit (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>- Analyze why dribbling a basketball is one of the most important skills, if not the most important skill, in the game of basketball? (12)</p> <p>- Why is it important to have positions in the game of basketball? (12)</p>	<p>Back court Bounce pass Chest pass Double dribble Dribbling. Foul shot (set shot) In-bounds pass Jump shot. Lay-up. Overhead pass. Passing. Rebound. Shooting. Traveling</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhd.org">http://www.chs.fuhd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance dance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills.28 (S2.H2.L2)</p> <p>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)</p> <p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)</p> <p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p>	<p>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</p> <p>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</p>

				<p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.30 (S3.H2.L2)</p> <p>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)</p> <p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p>	<p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to engage in meaningful</p>
--	--	--	--	---	---

				<p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.<sup>51</sup> (S5.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p>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.</p> <p>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.</p>
<p>Soccer Unit (Floor Hockey) (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>How does teamwork help one be successful in a game of soccer? 12th grade</p>	<p>Demonstrate soccer-related skills, such as dribbling, passing, trapping, throw-ins, and kicking, in a game situation</p> <p>Describe and be able to execute the importance of running to open spaces to receive passes.</p> <p>Play lead-up games to develop offensive and defensive skills. Discuss the importance of playing together as a team</p> <p>Define key terms and explain the rules of soccer.</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).<sup>25</sup> (S1.H1.L2)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills.<sup>28</sup> (S2.H2.L2)</p> <p>Creates a plan, trains for and participates in a community event with a focus on physical activity (e.g., 5K, triathlon, tournament,</p>	<p>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</p>



	<p>Describe and be able to control the ball correctly with the different parts of the body</p>	<p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>dance performance, cycling event).35 (S3.H6.L2)</p> <p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)</p> <p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.30 (S3.H2.L2)</p> <p>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)</p>	<p>students may have vastly different perspectives, experiences, strengths, needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally</p> <p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p>
--	--	---	--	--	---

				<p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>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.</p>
--	--	--	--	---	---

<p>Football Unit (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>(Possible EQ depending on Grade Level being Taught)</p> <p>How does the understanding of game strategy help the team achieve the goal of winning the game?</p> <p>12th grade</p>	<p>Procedures for participating in skill drills/game play</p> <p>Individual sport specific skills</p> <p>Design Strategy: Defenses, offensive plays Rules/Scoring of a game</p> <p>Advanced Passing skills Advanced Catching skills Advanced Running pass routes</p> <p>Defensive coverages</p> <p>Running with football</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p> <p><a href="http://www.chs.fuhsd.org">http://www.chs.fuhsd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p> <p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills.28 (S2.H2.L2)</p> <p>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)</p> <p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)</p> <p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance</p>	<p>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</p> <p>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</p>
---	--	--	--	--	---

				<p>levels portrayed in various media.<sup>48</sup> (S4.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.<sup>30</sup> (S3.H2.L2)</p> <p>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)</p> <p>Demonstrates competency in 2 or more specialized skills in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.<sup>26</sup> (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.<sup>48</sup> (S4.H1.L2)</p> <p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative</p>	<p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>Collaborate peers to engage in meaningful long-term projects, project-based learning activities, and field visits that allow all</p>
--	--	--	--	---	--

				<p>movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p>students to demonstrate their knowledge and growth over time and align to the varied learning styles and interests of those in the class community.</p> <p>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.</p>
<p>Net Sports Unit (Volleyball,Pickleball Badminton) (Focus on Health and Wellness)</p> <p>Time Frame 6 Weeks</p> <p>(Possible EQ depending on Grade Level being Taught)</p> <p>When choosing people for a team, what qualities do you look for?</p> <p>12th grade</p>	<p>Students will be able to advance skills/level...</p> <ul style="list-style-type: none"> <li>•Ace . •Bump set .</li> <li>•Defense . •Dig . •Double hit</li> <li>•Forearm pass . •Game point . •Net serve .</li> <li>•Offense . •Overhand serve . •Overhead set .</li> <li>•Serve . •Set . •Side out .</li> <li>•Spike . •Underhand serve</li> </ul> <p>Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</p> <p>Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer</p>	<p>Lipscomb, L., Swanson, J., &amp; West, A. (n.d.). Scaffolding. - Emerging Perspectives on Learning, Teaching and Technology. Retrieved May 13, 2014, from <a href="http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes">http://epltt.coe.uga.edu/index.php?title=Scaffolding&amp;printable=yes&amp;printable=yes</a></p> <p>Levykh, M. G. (2008). THE AFFECTIVE ESTABLISHMENT AND MAINTENANCE OF VYGOTSKY'S ZONE OF PROXIMAL DEVELOPMENT. Educational Theory, 58(1), 83-101.</p> <p><a href="http://www.pecentral.org">www.pecentral.org</a></p>	<p>Formative and Summative Assessments</p> <p>Activity, Nutrition, &amp; Skill Logs</p> <p>Game Performance Assessment</p> <p>Instrument Journal Movement Tracker (More info)</p> <p>Multimedia (ie. Video, Podcast, etc.)</p> <p>Peer Observation</p> <p>Self Assessment</p> <p>Student Display or Presentation</p>	<p>Refines activity-specific movement skills in 1 or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games, or target games).25 (S1.H1.L2)</p> <p>Describes the speed vs. accuracy trade-off in throwing and striking skills.28 (S2.H2.L2)</p> <p>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)</p>	<p>Principle 1 – Creating a Welcoming and Affirming Environment</p> <p>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,</p>

	<p>and participant in games, sports, and activities.</p> <p>Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).</p> <p>Explain and demonstrate how to control a variety of objects within non-competitive cooperative and competitive environments (apply rules) while moving in general space at varying pathways, directions, and speeds.</p> <p>Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities.</p> <p>Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.</p> <p>Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities</p>	<p><a href="http://www.chs.fuhisd.org">http://www.chs.fuhisd.org</a></p> <p><a href="https://www.fsd1.org">https://www.fsd1.org</a></p>	<p>Student Routine or Create a Game/Skill/Etc.</p> <p>Teacher Observation</p>	<p>Applies stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation) to reduce stress.46 (S3.H14.L2)</p> <p>Investigates the relationships among physical activity, nutrition and body composition. (S3.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Analyzes and applies technology and social media as tool for supporting a healthy, active lifestyle.30 (S3.H2.L2)</p> <p>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)</p> <p>Demonstrates competency in 2 or more specialized skills</p>	<p>needs, and opinions. Take risks and view mistakes as opportunities to grow academically and emotionally</p> <p>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.</p> <p>Principle 3 – Identifying Inclusive Curriculum and Assessment</p> <p>In this unit, students will...</p> <p>Experience multiple perspectives on a topic and be afforded the opportunity to draw</p>
--	---	---	---	--	---

				<p>in health-related fitness activities. (S1.H3.L2)</p> <p>Identifies and discusses the historical and cultural roles of games, sports and dance in a society.26 (S2.H1.L2)</p> <p>Accepts differences between personal characteristics and the idealized body images and elite performance levels portrayed in various media.48 (S4.H1.L2)</p> <p>Accepts others' ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects. (S4.H4.L2)</p> <p>Chooses an appropriate level of challenge to experience success and desire to participate in a self-selected physical activity.51 (S5.H2.L2)</p> <p>Applies strategies and tactics when analyzing errors in game play in net/wall and/or target games. (S2.H5.L2)</p>	<p>your own conclusions on that topic.</p> <p>Generate ideas about people or concepts that peers may like to learn about and share these ideas with your teachers and school leaders.</p> <p>Connect in-school learning with the world outside the classroom.</p> <p>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.</p> <p>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.</p>
--	--	--	--	---	---