

# Englewood Public School District

## Phase I Curriculum Alignment 2013-2014

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This is a Collaborative Department Document  
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*Phase II is currently in the process of development*



# Dwight Morrow High School Physical Education Curriculum

**Content:** Physical Education

**Course Title:** Physical Education Grades 9-12

**Mission:** The goal of Physical Education is to develop physically educated individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

**Description:** Physical Education classes will include regular fitness activities, participation in traditional team and individual games, weight training and conditioning, as well as nontraditional activities such as cooperative games and elementary school games.

## **Standards:**

### **NJCCCS**

#### 2.5 Motor Skill Development

All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

#### 2.6 Fitness

All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

## **Enduring Understandings:**

To achieve a healthy lifestyle, you must value physical activity.

To be physically fit, you must learn, practice and participate in a variety of physical fitness activities.

There are health benefits that are derived from involvement in physical activities:

- Skill development
- Improved health
- Improved physical fitness
- Self discipline
- Support for achievement in other content areas (academic fitness = physical fitness)
- Stress reduction
- Strengthened peer relations
- Ability to set goals
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Physical fitness develops skills necessary for success in career and life in the 21st century: communication, collaboration and social interaction.

## **Essential Questions:**

What is one of the main goals of physical education?

What should students learn from physical education?

What is one of the goals of physical education outside of learning activities and skills?

What should students learn about the importance of physical activity and a healthy lifestyle?

What 21st Century skills will be developed during physical education?

What are some of the benefits of regular involvement in physical education?

## **Knowledge and Skills**

Knowledge: Students will know...

- How to participate in team sports
- How to participate in individual/dual sports
- How to engage in physical fitness training
- How to use cognitive skills in all aspects of physical activity
- How to interact socially and cooperatively with their peers during physical activity.
- The importance of regular involvement in physical activity.

Skills: Students will be able to...

- Perform the skills necessary to take part in team oriented sports.
- Perform the skills necessary to take part in various individual/dual sports.
- Perform a multitude of physical fitness exercises.
- Develop cognitive concepts about motor skills and fitness.
- Interact with their peers in group activities.
- Advocate for regular participation in an active lifestyle.

## **Terminology:**

Activity, Fitness, Sports, Exercise, Strength, Flexibility, Endurance, Participation, Effort, Skills, Written

Work, Preparation, Warm Up, Stretching, Basketball, Flag Football, Ultimate Frisbee, Racquet Sports, Cooperative Games, Indoor/Outdoor Soccer, Speedball, Team Handball, Tennis, Track and Field, Volleyball, Golf, Recreational Games, Silly Games, Strength Training, Fitness Gram, Target Heart Rate, Max Heart Rate, Plyometrics, Interval Training, Projects, Presentations, Lacrosse, Softball/Baseball, Floor Hockey, Tutorial

## **Grading Policy/Assessments**

Formative: Preparation, Participation in Fitness, Participation in Activity, Effort and Written Work.

Summative: In accordance with the H.S. Physical Education Rubrics. Students will be graded 2-3 times a marking period through projects, written tests, and skills tests.

**Grading:**

80% Preparation/Participation

10% Skills Tests/Written quizzes and tests/ Written Assignments /

10% Projects/Presentations

**21st Century Connections:****Themes:**

- Develop an appreciation for life-long fitness activity.
- Cognitive awareness of physical health through active participation.
- Diversity through group and team participation.
- Collaborate with classmates in order to maintain a safe environment.

**Skills:**

- Critical thinking and problem solving
- Socialization
- Communication
- Creativity and Adaptation
- Life time participation through skill and knowledge and development.

**Course Resources:**

Technologies: Fitness gram, Internet, stop watches.

Websites used for units of study:

1. [www.pecentral.org](http://www.pecentral.org)
2. [www.pelinks4u.org](http://www.pelinks4u.org)
3. [www.educationworld.com](http://www.educationworld.com)
4. [www.teachers.net](http://www.teachers.net)
5. [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
6. [www.lessonplanet.com](http://www.lessonplanet.com)

## Units of Study

- Basketball
- Cooperative Games
- Fitness
- Flag Football
- Floor Hockey
- Handball
- Indoor and Outdoor Team Games
- Indoor/Outdoor Soccer
- Lacrosse
- Recreational Sports
- Racquet Sports
- Silly Games
- Softball/Baseball
- Speedball
- Ultimate Frisbee
- Volleyball

# Physical Education Units of Study

## Grade 10-12: Basketball

### Essential Question:

- How can basketball increase the fitness level of each individual?
- Which components of fitness does basketball implement?
- What do balance, coordination, and flexibility have to do with the concepts and performance of basketball?

### Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of basketball concepts.
- Basketball and related activities can effect and benefit the overall health of an individual.

### Materials & Resources:

- Basketballs
- Pinies
- Cones
- Baskets
- Polly spots

### Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

### Vocabulary:

- Basketball
- Jump shot
- Lay up
- Foul shot
- Offense
- Defense
- Zone Defense
- Man to Man
- Defense
- Guard
- Forward
- Center
- Shooting Guard
- Dribbling
- Chest Pass
- Bounce Pass
- Overhead Pass
- Scoring
- Regulation Game
- Tournament Play

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Facilitate the learning of the rules, playing regulations, and boundaries in the sport of basketball.</li> <li>• Understand the different player positions on the court (ex. point guard, shooting guard, forward).</li> <li>• Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.</li> <li>• Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).</li> <li>• Use proper form shooting from a stationary position.</li> <li>• Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, and jump shot).</li> <li>• Demonstrate the proper defensive stance and position used in a variety of defenses.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.3</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5, 2.6.12.A.6</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written and skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubrics</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Prior knowledge assessment</li> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	

# Grade 9-12: Cooperative Games

## Essential Question:

- Why is working cooperatively essential in life?
- What are the required skills needed in order to effectively work cooperatively in a group?
- How can applying the skills of building communication and trust be used in your own life?

## Enduring Understandings:

- Fostering communication skills through partner and group challenges.
- Fostering trust skills through partner and group challenges.
- Identifying challenges while working with other individuals.
- Creating solutions to overcome the present challenges and completing the task at hand.

## Materials & Resources:

- Hula hoops
- Spider Web
- Mats
- Cones
- Jump Ropes
- Blind Folds
- Cooperative walking ski's
- Scooters
- Polly Spots
- Bean Bags
- Beach Ball
- Blankets

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Cooperation
- Communication
- Problem Solving
- Trust
- Challenge
- Solutions
- Team Building

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Become aware of and apply essential communication skills while working in pairs and in groups.</li> <li>• Become aware of and apply essential trust skills while working in pairs and in groups.</li> <li>• Work in teams to problem solve and overcome a variety of challenges.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p> <p><b>9.1.12.A</b> CPI: 9.1.12.A.1, 9.1.12.A.2</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written test/quiz</li> <li>• Grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self Assessment</li> <li>• Peer Assessment</li> <li>• Teacher Assessment-visual</li> <li>• Teacher Assessment-verbal</li> </ul>	

# Grade 9-12: Fitness

## Essential Question:

- Why is it important to maintain a healthy level of physical fitness?
- What are the five components of health related physical fitness?
- How can walking or power walking influence your fitness level?

## Enduring Understandings:

- It is important to maintain a healthy level of fitness so that you can lead a productive life and have the ability to deal with life's challenges as well as have energy to enjoy activities.
- To be fit requires Cardio Endurance, Muscular Endurance, Muscular Strength, Flexibility, and attention to Body Composition.
- Fitness can help to increase heart health, cardio endurance, and body composition.

## Materials & Resources:

- Fitness gram tool kit
- Floor mats
- Weights
- Jump ropes
- Exercise bands
- Music/stereo
- Workout DVDs
- Television
- Medicine balls
- Weight room
- Fitness logs/pencils

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Cardio endurance
- Muscular endurance
- Muscular strength
- Flexibility
- Body composition
- Body mass index
- Resting heart rate
- Working heart rate zone
- Target heart rate
- Spotting
- Major muscle groups
- Fitness equipment
- Fitness gram test
- Pacer test
- Sit and reach
- Flexed arm hang
- Sit ups
- Push ups

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Know and understand the five components of health related physical fitness.</li> <li>• Develop an individual fitness plan.</li> <li>• Know how to measure resting heart rate, working heart rate, target heart rate.</li> <li>• Know how to safely use various exercises that help develop the five components of health related fitness.</li> <li>• Spot weight training exercises properly while working in the weight room.</li> <li>• Use proper etiquette in the weight room and to respect fellow students while participating in various fitness activities.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.2</p>
<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Fitness gram standards</li> <li>• Individual fitness log/plan</li> <li>• Teacher observation(visual, verbal, and written)</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Timed fitness test</li> <li>• Self/peer assessment</li> <li>• Teacher assessment(visual, verbal, written)</li> </ul>	

# Grade 9-12: Flag Football

## Essential Question:

- What components of fitness does football encompass?
- What do balance and coordination and flexibility have to do with the concepts and performance of football?
- How could football increase the fitness level of each individual?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of football concepts.
- Football and related activities can effect and benefit the overall health of an individual.

## Materials & Resources:

- Indoor and outdoor footballs
- Cones
- Pinies
- Flags
- Field/boundary markings

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary

- Catching
- Passing
- Running
- Kicking
- Offensive/Defensive strategies
- Offensive/Defensive positions and formations
- Running patterns
- Scoring principles
- Rules
- Penalties
- Violations
- Field Dimensions
- Boundaries
- Safety rules
- Physical Conditioning

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Perform fundamental skills such as catching, passing, running, and kicking.</li> <li>• Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</li> <li>• Implement basic offensive and defensive positions and formations.</li> <li>• Implement basic scoring principles, rules and understand the penalties for violations of these rules.</li> <li>• Understand the dimensions of the playing field, boundaries and other areas of importance.</li> <li>• Identify potential risks and dangers associated with physical activity and describe how to minimize these risks</li> <li>• Understand the importance of physical conditioning and its relationship to participation in the sport of football.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.4, 2.6.12.A.5</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	

# Grade 9-12: Floor Hockey

<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What components of fitness does floor hockey encompass?</li> <li>• What does balance, coordination, and flexibility have to do with the concepts and performance of floor hockey?</li> <li>• How can floor hockey increase the fitness level of each individual?</li> </ul>		
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Body awareness and coordination are necessary components of a fit individual.</li> <li>• Balance, coordination, and flexibility are key components of floor hockey concepts.</li> <li>• Floor hockey and related activities can effect and benefit the overall health of an individual.</li> </ul>	<p><b>Materials &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Hockey sticks</li> <li>• Goals</li> <li>• Pucks</li> <li>• Pinnies</li> <li>• Cones</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>• <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>• <a href="http://www.educationworld.com">www.educationworld.com</a></li> <li>• <a href="http://www.teachers.net">www.teachers.net</a></li> <li>• <a href="http://www.lesson-plans.theteacherscorner.net/pe">www.lesson-plans.theteacherscorner.net/pe</a></li> <li>• <a href="http://www.lessonplanet.com">www.lessonplanet.com</a></li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Defense</li> <li>• Offense</li> <li>• Puck</li> <li>• Hockey stick</li> <li>• Goals</li> <li>• Penalty</li> <li>• Penalty box</li> <li>• High sticking</li> <li>• Checking</li> </ul>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Perform fundamental skills such as passing, traveling, controlling, and shooting the hockey puck.</li> <li>• Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</li> <li>• Implement basic offensive and defensive positions and formations.</li> <li>• Implement basic scoring principles, rules and understand the penalties for violations of these rules.</li> <li>• Understand the dimensions of the playing court, boundaries and other areas of importance.</li> <li>• Identify potential risks and dangers associated with physical activity and describe how to minimize these risks</li> <li>• Understand the importance of physical conditioning and its relationship to participation in the sport of floor hockey.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p>

<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>• Teacher observation of participation</li><li>• Teacher observation of skills performance</li><li>• Written/skills tests/quizzes</li><li>• Projects/class assignments</li><li>• DMHS grading rubric</li></ul>	<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Self assessment</li><li>• Peer assessment</li><li>• Teacher assessment-visual</li><li>• Teacher assessment-verbal</li></ul>	<b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.4, 2.6.12.A.5
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# Grade 9-12: Handball

## Essential Question:

- What components of fitness does handball encompass?
- What does balance, coordination, and flexibility have to do with the concepts and performance of handball?
- How can handball increase the fitness level of each individual?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of handball concepts.
- Understanding how handball and related activities can effect and benefit the overall health of an individual.

## Materials & Resources:

- Gator skin ball( various sizes)
- Nets
- Baskets
- Cones
- Pinnies

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Catching
- Passing
- Running
- Shooting
- Offensive/  
Defensive strategies
- Penalties/Violations

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Perform fundamental skills such as catching, passing, running, and shooting.</li> <li>• Understand and implement basic offensive and defensive strategies, both as a team and as individuals.</li> <li>• Implement basic offensive and defensive positions and formations.</li> <li>• Implement basic scoring principles, rules and understand the penalties for violations of these rules.</li> <li>• Understand the dimensions of the playing court, boundaries and other areas of importance.</li> <li>• Identify potential risks and dangers associated with physical activity and describe how to minimize these risks</li> <li>• Understand the importance of physical conditioning and its relationship to participation in the sport of handball.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p><b>2.6.12.A</b> CPI: 2.5.12.A.1</p>

## Grade 9-12: Indoor/outdoor Team Games

### Essential Question:

- What components of fitness encompassed through participation in indoor/outdoor team games?
- What do balance, coordination, and flexibility have to do with the concepts and performance of indoor/outdoor team games?
- How can indoor/outdoor team games increase the fitness level of each individual?

### Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of indoor/outdoor team games concepts.
- Understanding how indoor/outdoor team games and related activities can effect and benefit the overall health of an individual.

### Materials & Resources:

- Kickballs
- Soccer balls(Indoor/Outdoor)
- Footballs (Indoor/Outdoor)
- Gator balls
- Wiffle balls
- Wiffle ball bats
- Racquets
- Pinnies
- Cones

### Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)  
[www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

### Vocabulary:

- Motor skills
- Personal/social behavior
- Interpersonal Skills
- Decision making skills
- Goal setting
- Risk-taking
- Problem solving

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of movement concepts and the use of motor skills</li> <li>• Effectively move safely through space while actively participating</li> <li>• Demonstrate responsible personal and social behavior</li> <li>• Demonstrate the ability to use effective interpersonal skills</li> <li>• Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving</li> <li>• Understand that challenge, enjoyment, creativity, self-expression and social interaction are important, life-enhancing experiences and are found in recreational activities</li> <li>• Demonstrate an understanding and respect for differences</li> <li>• Play hard, Play safe, Play fun</li> </ul>	<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p><b>2.6.12.A</b> CPI: 2.6.12.A.1</p>

## Grade 9-12: Indoor/Outdoor Soccer

<p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>• What components of fitness does soccer encompass?</li> <li>• What do balance, coordination, and flexibility have to do with the concepts and performance of soccer?</li> <li>• How can soccer increase the fitness level of each individual?</li> </ul>		
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Body awareness and coordination are necessary components of a fit individual.</li> <li>• Balance, coordination, and flexibility are key components of soccer concepts.</li> <li>• Understanding how soccer and related activities can effect and benefit the overall health of an individual.</li> </ul>	<p><b>Materials &amp; Resources:</b></p> <ul style="list-style-type: none"> <li>• Soccer balls(Indoor/Outdoor)</li> <li>• Goals</li> <li>• Cones</li> <li>• Pinnies</li> </ul> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>• <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>• <a href="http://www.educationworld.com">www.educationworld.com</a></li> <li>• <a href="http://www.teachers.net">www.teachers.net</a></li> <li>• <a href="http://www.lesson-plans.theteacherscorner.net/pe">www.lesson-plans.theteacherscorner.net/pe</a></li> <li>• <a href="http://www.lessonplanet.com">www.lessonplanet.com</a></li> </ul>	<p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Kicking</li> <li>• Dribbling</li> <li>• Passing</li> <li>• Trapping</li> <li>• Heading</li> <li>• Shooting</li> <li>• Control</li> </ul>
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate proper kicking technique and control with a soccer ball in a group setting while keeping the ball below the waist level- i.e. Dribbling.</li> <li>• Demonstrate proper kicking technique and control with a soccer ball while lofting it into the air.</li> <li>• Demonstrate proper short and long passing technique to a partner and teammates</li> <li>• Demonstrate proper trapping technique in order to regain control of the ball.</li> <li>• Demonstrate proper technique when heading the ball into the goal or to a teammate.</li> <li>• Cooperate with each other and work in a group setting while learning/practicing soccer skills and proper technique.</li> <li>• Work in modified teams while practicing soccer skills and proper technique during a facilitated</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p>

<ul style="list-style-type: none"> <li>• game.</li> <li>• Recite the basic rules of a soccer games.</li> <li>• Demonstrate basic knowledge of a soccer field dimensions and recognize the following areas on the field: center circle, center-line, goal line, and corner arc.</li> </ul>		<p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A1</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	

# 9-12 Lacrosse

## Essential Question:

- What components of fitness does Lacrosse encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of Lacrosse?
- How can Lacrosse increase the fitness level of each individual?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of soccer concepts.
- Understanding how soccer and related activities can effect and benefit the overall health of an individual.

## Materials & Resources:

- Lacrosse sticks
- Balls
- Cones
- Goals

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Cradle
- Placement
- Toss
- Carry
- Defense
- Offense
- Scoops

## Objectives (Students will be able to apply the following skills/strategies):

- Demonstrate proper upright and front cradle standing with and without a lacrosse ball.
- Demonstrate correct carry and cradle around multiple cones in a zig zag manner.
- Understand the difference between cradling and carrying, as well as when the proper time is to use each.
- Participate in all carrying and cradling activities, as well as show sportsmanship during game play.

## Common Core Standards:

**2.5.8.A.1**

**2.5.8.A.2**

<b>Summative Assessment:</b> <ul style="list-style-type: none"><li>• Teacher observation of participation</li><li>• Teacher observation of skills performance</li><li>• Written/skills tests/quizzes</li><li>• Projects/class assignments</li><li>• DMHS grading rubric</li></ul>	<b>Formative Assessment:</b> <ul style="list-style-type: none"><li>• Self assessment</li><li>• Peer assessment</li><li>• Teacher assessment-visual</li><li>• Teacher assessment-verbal</li></ul>	
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# 9-12 Recreational Games

## Essential Question:

- What components of fitness do recreational games encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of recreational games?
- How can recreational games increase the fitness level of each individual?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of recreational concepts.
- Understanding how recreational games and related activities can effect and benefit the overall health of an individual.

## Materials & Resources:

- Bocce sets
- Frisbees
- Ladder ball sets
- Washer sets
- Ping Pong tables, paddles, balls
- Field or similar boundary markers

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Ladder ball
- Washer set
- Paddles
- Ping pong
- Boundaries
- Team building
- Cooperation
- Bocce

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of movement concepts and the use of motor skills.</li> <li>• Affectively move safely through space while actively participating.</li> <li>• Demonstrate responsible personal and social behavior.</li> <li>• Demonstrate the ability to use affective interpersonal skills.</li> <li>• Demonstrate the ability to use decision making skills of appropriate goal setting, risk-taking, and problem solving.</li> <li>• Understand that challenge, enjoyment, creativity, self-expression, and social interaction are important, life-enhancing experiences and are found in recreational activities.</li> <li>• Demonstrate an understanding and respect for differences.</li> <li>• Play hard, play safe, play fun.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5, 2.6.12.A.6</p> <p><b>9.1.12.A</b> CPI: 9.1.12.A.1, 9.1.12.A.2</p>

## 9-12 Racquet Sports

### Essential Question:

- What components of fitness do recreational games encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of Racquet Sports?
- How can Racquet Sports increase the fitness level of each individual?

### Enduring Understandings:

- Playing racquet sports involves balance, coordination, body awareness, muscular endurance, cardio endurance, and flexibility.
- When you increase your cardio endurance and overall general physical fitness, you also improve your heart health.
- Racquet sports involve the use of basic skills: the serve, forehand, backhand, footwork, and how to keep score.

### Materials & Resources:

- Simulated courts
- Racquets
- Balls
- Nets

### Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

### Vocabulary:

- Forehand
- Backhand
- Serve
- Footwork
- Scoring
- Etiquette

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Execute a correct serve.</li> <li>• Hit proper forehand and backhand shots.</li> <li>• Explain how to keep score.</li> <li>• Define the basic rules of the game.</li> <li>• Play the game in a sportsmanlike manner.</li> <li>• Respect fellow students and equipment.</li> <li>• Work cooperatively while playing in a doubles tennis match.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.4</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1</p>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• DMHS grading rubric used for daily assessment.</li> <li>• Teacher observation (visual, verbal, written)</li> <li>• Skill rubric</li> <li>• Written/skills tests/quizzes</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>•DMHS grading rubric used for daily assessment.</li> <li>•Teacher observation (visual, verbal, written)</li> <li>•Self/peer assessment</li> </ul>		

# 9-12 Silly Games

## Essential Question:

- What components of fitness does taking part in silly games encompass?
- What is the purpose of taking part in silly games and activities?
- How can you develop team work and communication skills by playing silly games?

## Enduring Understandings:

- Silly games have a serious side.
- There are fitness components that silly games strength: cardio endurance, flexibility, muscular endurance, balance, coordination, and body awareness.
- Silly games permit you to be physically active and to maintain fitness while having fun, developing social skills, and interacting with peers.
- When working and strategizing as a team, you can use both verbal and non-verbal cues.

## Materials & Resources:

Games in this unit may include any of the following:

- Various scooters
- Balls
- Hula hoops
- Flags
- Poly spots
- Mats
- Ropes.

Due to the nature of this unit, times of each game will vary from class to class. Some classes may participate in multiple games during one block.

1. Various tag games (Frantic, flag tag, elbow tag, etc.)
2. Various relay races (Scooters, hula hoops, etc.)
3. Spud
4. Red rover
5. Tree-rock-bridge relay
6. Go and touch blue
7. Ships captain
8. Steal bacon
9. Simon says
10. Duck, duck, goose

## Vocabulary:

- Fiction
- Nonfiction
- Schema
- Punctuation
- Graphic Organizer
- Critique
- Interpret
- Distinguish
- Topic Related Vocabulary

	<p>11. Concentration  12. Four square  13. Foot skill variations  14. Scooter relay and activities  15. Cooperative/fitness games</p> <p><b>Websites:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.pecentral.org">www.pecentral.org</a></li> <li>• <a href="http://www.pelinks4u.org">www.pelinks4u.org</a></li> <li>• <a href="http://www.educationworld.com">www.educationworld.com</a></li> <li>• <a href="http://www.teachers.net">www.teachers.net</a></li> <li>• <a href="http://www.lesson-plans.theteacherscorner.net/pe">www.lesson-plans.theteacherscorner.net/pe</a></li> <li>• <a href="http://www.lessonplanet.com">www.lessonplanet.com</a></li> </ul>	
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Actively participate in a variety of silly games.</li> <li>• Develop communication and team work skills.</li> <li>• Work cooperatively with students in various game situations.</li> <li>• Develop and maintain fitness levels specifically cardio endurance, muscular endurance, and flexibility.</li> <li>• Have fun</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b>  CPI:  2.5.12.A.1,  2.5.12.A.2,  2.5.12.A.4</p> <p><b>2.5.12.B</b>  CPI:  2.5.12.B.1,  2.5.12.B.2,  2.5.12.B.3</p> <p><b>2.5.12.C</b>  CPI:  2.5.12.C.1,  2.5.12.C.2</p>
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	

		<b>2.6.12.A</b> CPI: 2.6.12.A.1	
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# 9-12 Softball/Baseball

## Essential Question:

- How can softball/baseball increase the fitness level of an individual?
- What components of fitness does softball/baseball encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of softball/baseball?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of softball/baseball skills.
- Understanding the rules and positions are essential to game play.
- Eye hand coordination and specific swings are essential skills needed to successfully play the game of softball/baseball.

## Materials & Resources:

- Softballs/baseballs
- Bats
- Bases
- Gloves
- Catchers equipment
- Helmets

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Position names/responsibilities
- Eye hand coordination
- Balance
- Flexibility
- Timing
- Tracking
- Target
- Balls/strikes
- Single
- Double
- Triple
- Homerun
- Foul ball
- Dead ball
- Outs
- Base hit
- Walks
- Strike out
- Pitches
- Offense
- Defense
- Score

<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the knowledge and skills to throw, catch, and hit the softball/baseball.</li> <li>• Demonstrate the knowledge and skills to run the bases properly.</li> <li>• Demonstrate the knowledge and skills of the various positions played in softball/baseball.</li> <li>• Understand the strategy and concepts relating to offense and defense.</li> <li>• Understand how to keep score in softball/baseball.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A1</p>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>		

# 9-12 Speedball

## Essential Question:

- What components of fitness does speedball incorporate?
- What role does movement, transition, sportsmanship, and communication play in the game of speedball?
- How do the basic skills of speedball relate to those of basketball, soccer, football, and handball?
- How can speedball increase the fitness level of an individual?

## Enduring Understandings:

- Body awareness and coordination are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of soccer concepts.
- Understanding how speedball and related activities can effect and benefit the overall health of an individual.
- Understanding the importance of sportsmanship and communication is vital to the needs of successfully working in a group dynamic.
- Movement, spacing, communication, and sportsmanship are essential to competitive sport.
- Applying prior skill knowledge gained from related sport units will increase student's success in speedball.

## Materials & Resources:

- Handballs
- Indoor soccer balls
- Cones
- Gym/field or similar boundary markings
- Pinnies
- Whistle/watch/clock

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Body awareness
- Coordination
- Balance
- Flexibility
- Sportsmanship
- Communication
- Offense
- Defense
- Catching
- Trapping
- Dribbling
- Passing
- Throwing
- Shooting
- Kicking
- Punting
- Running
- Ground balls
- Aerial balls
- Kick up to self
- Kick up to another person
- Drop kick
- Blocking
- Guarding

		<ul style="list-style-type: none"> <li>• Goal keeping</li> <li>• Penalties</li> <li>• Violations</li> </ul>	
<p><b>Objectives (Students will be able to apply the following skills/strategies):</b></p> <ul style="list-style-type: none"> <li>• Perform fundamental movement skills such as catching/trapping, dribbling, passing/throwing, shooting, running, and kicking/punting.</li> <li>• Incorporate the basic skills learned from basketball, soccer, football, and handball units.</li> <li>• Perform the basic skills required of speedball such as, ground balls, aerial balls, kick up to self, kick up to another person, and drop kick.</li> <li>• Perform the basic defensive skills of blocking, guarding, and goal keeping.</li> <li>• Understand and implement basic offensive and defensive strategies, both as a team and as an individual.</li> <li>• Implement basic offensive and defensive positions and formations.</li> <li>• Implement basic scoring principles, rules, and safety measures and understand the penalties for violations of these rules.</li> <li>• Understand the dimensions of the playing field, boundaries, and other areas of importance.</li> </ul>		<p><b>Common Core Standards:</b></p> <p><b>2.5.12.A</b> CPI: 2.5.12.A.1, 2.5.12.A.2</p> <p><b>2.5.12.B</b> CPI: 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p>	
<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p>	

# 9-12 Ultimate Frisbee

**Essential Question:**

- What components of fitness does ultimate frisbee encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of ultimate frisbee?
- How can ultimate frisbee increase the fitness level of each individual?

**Enduring Understandings:**

- Body awareness and coordinate are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of ultimate frisbee concepts.
- Understanding how ultimate Frisbee can effect and benefit the overall health of an individual.

**Materials & Resources:**

- Frisbees
- Cones
- Field/or similar boundary markings
- Pinnies

**Websites:**

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

**Vocabulary:**

- Offense
- Defense
- Forehand
- Backhand
- Lobster catch
- Pancake catch

**Objectives (Students will be able to apply the following skills/strategies):**

- Perform fundamental skills such as catching, passing, running, and shooting.
- Understand and implement basic offensive and defensive strategies, both as a team and as individuals.
- Implement basic offensive and defensive positions and formations.
- Implement basic scoring principles, rules and understanding the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries, and other areas of importance.

**Common Core Standards:**

**2.5.12.A**  
CPI:  
2.5.12.A.1,  
2.5.12.A.2

**2.5.12.B**  
CPI:  
2.5.12.B.1,

<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> <li>• DMHS grading rubric</li> </ul>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p>2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p>	
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# 9-12 Volleyball

## Essential Question:

- What components of fitness does ultimate volleyball encompass?
- What do balance, coordination, and flexibility have to do with the concepts and performance of volleyball?
- How can volleyball increase the fitness level of each individual?

## Enduring Understandings:

- Body awareness and coordinate are necessary components of a fit individual.
- Balance, coordination, and flexibility are key components of volleyball concepts.
- Understanding how volleyball can effect and benefit the overall health of an individual.

## Materials & Resources:

- Volleyballs
- Standards
- Nets
- Cones/boundary lines

## Websites:

- [www.pecentral.org](http://www.pecentral.org)
- [www.pelinks4u.org](http://www.pelinks4u.org)
- [www.educationworld.com](http://www.educationworld.com)
- [www.teachers.net](http://www.teachers.net)
- [www.lesson-plans.theteacherscorner.net/pe](http://www.lesson-plans.theteacherscorner.net/pe)
- [www.lessonplanet.com](http://www.lessonplanet.com)

## Vocabulary:

- Pass/bump
- Set
- Spike
- Serve
- Block
- 10ft line
- Scoring
- Rotation
- Dink
- Carry

## Objectives (Students will be able to apply the following skills/strategies):

- Perform fundamental skills such as bumping, setting, serving, and blocking.
- Understand and implement basic offensive and defensive techniques, both as a team and as individuals.
- Implement basic offensive and defensive positions on the court.
- Implement basic scoring principles, rotation principles, rules and regulations, safety concerns and understand the penalties for violations of these rules.
- Understand the dimensions of the playing court, boundaries and other areas of importance.
- Identify potential risks and dangers associated with physical activity and describe how to minimize these risks.
- Understand the importance of physical conditioning and its relationship to participation in the sport of volleyball.

## Common Core Standards:

**2.5.12.A**  
CPI:  
2.5.12.A.1,  
2.5.12.A.2

**2.5.12.B**  
CPI:

<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of participation</li> <li>• Teacher observation of skills performance</li> <li>• Written/skills tests/quizzes</li> <li>• Projects/class assignments</li> </ul> <p>DMHS grading rubric</p>	<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• Self assessment</li> <li>• Peer assessment</li> <li>• Teacher assessment-visual</li> <li>• Teacher assessment-verbal</li> </ul>	<p>2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3</p> <p><b>2.5.12.C</b> CPI: 2.5.12.C.1, 2.5.12.C.2</p> <p><b>2.6.12.A</b> CPI: 2.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p>	
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