

Physical Education Curriculum

Grade 9

Classes rotate among the various stations available within their athletic complex. Physical Education teachers select station-appropriate activities from the many choices offered in this curriculum.

SY 2007-08

Mission Statement

Our goal as physical educators is to create a curriculum that enables students to personally improve upon their level of muscular strength, flexibility, and cardiovascular endurance. Through completion of this curriculum, students will be able to demonstrate their competence in select motor skills, apply cognitive skills, and make healthy lifestyle decisions. All classes will be supplemented with lifetime fitness activities.

Students will learn appropriate social skills while participating in physical education classes. One of our main goals is to educate students in lifelong activities using proper sportsmanship skills.

If a student misses a class because he/she is unprepared or ill, they can attend physical education make-ups. The department offers after school make-up classes for both physical education and swimming. Students may attend 2 make-up classes per marking period.

During the 4 years of physical education class, our main goal is to have every student comfortable with a variety of lifetime sports and activities. Another goal is to challenge all students to grow in character, self-reliance and self-discipline. We also strive for students to improve their self-image and reach a higher level of health, vitality, and wellness.

Presidential Physical Fitness Test

1. Curl-ups

Objective: To measure strength/endurance by maximum number of curl-ups performed in one minute.

1a. Partial Curl-ups

Objective: To measure abdominal strength/endurance by the maximum number of curl-ups.

2. Shuttle Run

Objective: To measure speed and agility.

3. Endurance Run/Walk

Objective: To measure heart/lung endurance by fastest time to cover a one-mile distance.

4. Pull-ups

Objective: To measure upper body strength/endurance by maximum number of pull-ups completed.

4a. Right Angle Push-ups

Objective: To measure upper body strength/endurance by maximum number of push-ups completed.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Aerobics	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. * personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. * group dynamics * social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to perform the basic steps for low impact aerobic routines by following the teacher or video.	
The students will be able to demonstrate proper rhythm during low impact aerobics by following the teacher or video.	

The students will be able to keep a journal of his/her progression through the fitness walking classes.

The students will be able to use his/her kinesthetic movements during the Dance Dance Revolution classes.

The students will be able to execute proper coordination skills by following the instructor or video during aerobic routines.

Text/Resource Materials:

Fitness Through Aerobics and Step Training 3rd Edition

Dance Dance Revolution Videos and Dance Pads

Activities:

Low Impact Aerobics

Stability Balls

Medicine Balls

Dance Dance Revolution

Balance Discs

Fitness Walking

Hot Spot Activities

Presidential Fitness Test (see attachment)

Assessment:

Teacher observation will be used to make sure the students are doing the routines accurately. Students must also show that they are able to perform the proper transitions of one skill to another during routines.

Students will show knowledge of the skills by creating a part of a routine or workout for the aerobics unit.

Enabling Objectives:

The students will demonstrate the proper walking mechanics of fitness walking by allowing his/her heel to touch down first and transfer the weight to the toes.

The students will illustrate his/her coordination by passing a song on the mastery level determined by the teacher.

The students will demonstrate proper aerobic skills by showing progress from the warm-up to the low impact routine.

Extensions:

Students may be asked to prepare an entire aerobics' routine on his/her own.

Students may switch to do step aerobics instead of low impact if given permission from the instructor.

Remediation:

Student may be given more practice time for aerobic routines

Students may work in a group instead of themselves to come up with a routine.

Name of Course: Physical Education	Course Number: 902
Grade Level(s) 9	
Unit: Badminton	
Estimated Instructional Time: 5-7 days	
PA Academic Standards: 10.5.9 C. Identify and apply practice strategies for skill improvement. 10.5.9 F. Describe and apply game strategies to complex games and physical activities. <ul style="list-style-type: none"> ▪ Offensive strategies ▪ Defensive strategies ▪ Time management 10.3.9 D. Analyze the role of individual responsibility for safety during organized group activities.	
New Standards Performance Standards: <ol style="list-style-type: none"> 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings 	
Unit Objectives: Students will be able to name the parts of a racquet. Students will be able to demonstrate a forehand stroke. Students will be able to demonstrate a backhand stroke.	
Text/Resource Materials: Secondary P.E Activities Program by Ken Lumsden and Sally Jones	
Activities: Forehand drills Backhand drills Modified games	
Assessment: Observation Skill testing Partner checklists	
Enabling Objectives: Students will be able to hit the shuttlecock over the net using forehand and backhand strokes.	
Extensions: Demonstrate and have student practice hitting a drop shot. Demonstrate and have student practice an underhand serve.	

Remediation:

Have students practice the strokes without using a shuttlecock.

Have students practice hitting with a partner in an area without a net.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Baseball/Softball	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. * skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. * personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will demonstrate the proper form of catching with two hands.	
The students will demonstrate the proper form of throwing to a target.	
The students will demonstrate the proper form of swinging a bat.	
The students will demonstrate the proper form of fielding ground balls and fly balls.	
The students will apply and use the rules, skills, and strategies of baseball by participating in	

modified games.

The students will follow the rules of the games to ensure safety of all participants.

Text/Resource Materials:

The Baseball Coaching Bible; Jerry Kindall

Activities:

Fielding stations

Hitting stations

Rag ball

Assessment:

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

Enabling Objectives:

The students will successfully hit the ball in fair territory during an at-bat.

The students will run the bases after a hit.

The students will successfully field a ground ball and throw the baseball to a base.

The students will successfully catch a fly ball and throw the baseball to a base.

Extensions:

The students will pick teams and participate in modified games.

Remediation:

The students can be given more than 3 strikes before they are out.

The pitcher can move closer and throw the ball underhand to increase hitting success.

Different size balls can be used to increase success.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Basketball	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. * personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will demonstrate the proper form of dribbling with their dominant and non-dominant hand.	
The students will demonstrate the proper form of a lay-up with their dominant and non-dominant hand.	
The students will demonstrate the proper form of a jump shot and a set shot.	

The students will demonstrate the proper form of a chest pass, bounce pass, and overhead pass. The students will apply and use the rules, skills, and strategies of basketball by participating in modified games.

The students will follow the rules of the games to ensure safety of all participants.

Text/Resource Materials:

Skills, Drills, and Strategies for Basketball; Carlie Nix

Activities:

Dribbling drills
Lay-up drills
Foul shot contest
3-point contest
3 v. 3
1 v. 1

Assessment:

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

Enabling Objectives:

The students will successfully make a basket by means of a lay-up, set shot, and a jump shot.
The students will successfully complete a chest pass, bounce pass, and overhead pass to a stationary target and to a moving target.
The students will move through space without the basketball to get open during modified games.

Extensions:

The students will pick teams and participate in modified games.

Remediation:

The students will use the proper size ball for their ability level.
The students can stay close to the basket to allow more success while shooting.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Cooperative Games	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards: 10.4.9 E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure 10.5.9 A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed C. Identify and apply practice strategies for skill improvement. E. Analyze and apply scientific and biomechanical principles to complex movements. *centripetal/centrifugal force *linear motion *rotary motion *friction/resistance *equilibrium *number of moving segments	
New Standards Performance Standards: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives: The students should be able to work together to cooperatively come up with a solution to the problems given to them and work together as a group to achieve success. The student should be able to demonstrate knowledge of the activities by showing their leadership and decision making skills. The student should indicate their attitude concerning whether they are a leader, good decision maker or good teammate by answering questions at the end of class. The students should be on task by avoiding negative behavior, using equipment as intended and follow guideline for the unit.	
Text/Resource Materials: http://www.lessonplanspage.com/PECooperativeMiniGames58.htm http://wilderdom.com/games/TeamBuildingExercisesAbout.html http://wilderdom.com/games/InitiativeGames.html	

Activities:

Spider web	Buddy Walkers	Stepping Stones
River Walk	Various Tag Games	Ships and Sailors
Helium Sticks	Balloon Activities	Omnikin Ball Activities
Gladiator Ball	Human Knot	

Assessment:

Teacher observation will be used to make sure the students are doing the team building activities safely and accurately. Students must also show that they are able to perform the team building activity by cooperating with teammates and accurately completing the task.

Enabling Objectives:

The students will demonstrate the proper skills necessary to be used when completing the given cooperative game to be completed.

The students will illustrate his/her sportsmanship by listening to teammates when completing the activity.

The students will demonstrate proper motor skills that are necessary to aid his/her team in participating during the activity.

Extensions:

Students may be asked to develop a cooperative game on his/her own to share with the class.

Students may be given less equipment to complete the task to make it more challenging.

Remediation:

The instructor to aid the completion of the cooperative activity may give students cues.

Students may ask another group that has completed the task for support, if given permission from the instructor.

The group may be given more equipment to complete the cooperative activity.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Disc Golf	
Estimated Instructional Time: 5 -7days	
PA Academic Standards: 10.4.9 A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals. B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. i.e. Stress management, disease prevention, weight management C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. i.e. Individual fitness status (cardio-respiratory fitness, muscular endurance, muscular strength, and flexibility)	
New Standards Performance Standards: 1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities. 2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities. 3. Participates regularly in physical activity. 4. Achieves and maintains a health-enhancing level of physical fitness. 5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives: To provide an enjoyable format for fitness activities. To introduce students to a new lifetime family activity. Students will be able to do a backhand throw Students will be able to do a forehand throw. Students will demonstrate an understanding of disc golf terminology.	
Text/Resource Materials: Complete Guide To Playing Disc Golf by Scott Stokely Disc Golf All You Need T Know by Michael Steven Gregory	
Activities: Students will count and record how many times it takes them to get the Disc to the target. Students will practice throwing and catching the Disc. Students will do fitness exercises at each hole.	
Assessment: Teacher observation and feedback during skill exercises	
Enabling Objectives: Students will understand the rules of Disk Golf and be able to play a game with friends.	
Extensions: Add pedometers and heart rate monitors Increase number of holes	

Increase number of exercises done at each hole

Remediation:

Shorten hole distance

Use larger target

Substitute Disc with a ball or any other object that is easier to throw.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Flag Football	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. * personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will demonstrate the proper form throwing a football.	
The students will demonstrate the proper form of catching a football.	
The students will demonstrate the proper form of punting and kicking a football.	
The students will learn the positions of the players on offense and defense.	
The students will apply and use the rules, skills, and strategies of football by participating in modified games.	
The students will follow the rules of the games to ensure safety of all participants.	

Text/Resource Materials:

Ready to Use Secondary PE Activities Program; Ken Lumsden, Sally Jones

Activities:

Passing Tree
Cover the Receiver
Flag football game

Assessment:

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

Enabling Objectives:

The students will successfully complete a pass to a stationary receiver and a moving receiver.
The students will successfully catch a football while running a pass pattern
The students will move through space without the football to get open during modified games.
The students will cover an opponent during modified games.

Extensions:

The use of smaller or larger fields can be used to increase or decrease difficulty of the game.
The players can wear more than two flags on their belt to increase difficulty of scoring.
The offense can use two pass completions instead of moving the ball 10 yards to get a first down.
The offense can only have 4 downs to score a touchdown.

Remediation:

A different type and size of football can be used that is easier for the students to throw and catch.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Floor Hockey	
Estimated Instructional Time: 5-7Days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to go to the correct position on the playing field when given verbal command by the teacher.	
The students will be able to demonstrate correct hand placement on the hockey stick.	
The students will be able to dribble the hockey puck with control from one side of the field to the other.	

The students will be able to receive and give the hockey puck with control.
The students will be able to demonstrate rules of the game during game play by limiting the amount of penalties.

Text/Resource Materials:

<http://igreen.tripod.com/gerpe/id11.html>

The University of Arizona Campus Recreation Floor Hockey Rules

Activities:

Shadow Drill	Pass/Receive Warm-Up
Give and Go	Skills: Point, Possess, Place, Pass, Check
Skills: Holding the hockey stick, dribble, drive, push-pass/flick	
Rules and Safety Cues	Positions on the playing field

Assessment:

Teacher observation will be used to make sure correct rules and safety cues are being used during game play. Students will be asked by the teacher to go to a certain position on the field to make sure he/she knows correct vocabulary. Teacher will observe students during skill practice and will provide immediate and corrective feedback to the students.

Enabling Objectives:

The students will pass and receive the puck with 90% control.
The students will dribble a puck down and back on the field without losing control.
The students will shoot the puck into the goal without bringing the hockey stick higher than his/her hips.
The students will go to the correct playing position when given the command from the teacher.

Extensions:

Student may be given more drill time to perfect skills.
Students may be asked to stop the puck with his/her foot and then pass it with the hockey stick.

Remediation:

Students may pass on being the goalie if he/she does not feel comfortable in that position during game play.
Students may be given extra time during skill drills to perfect that given skill during the class.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Golf	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
E. Analyze and apply scientific and biomechanical principles to complex movements. *linear motion *rotary motion *equilibrium *number of moving segments	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will identify the different types of clubs and their connection to different types of shots used during golf.	
The students will demonstrate the proper grips.	
The students will demonstrate the proper form chipping.	

The students will demonstrate the proper form of a half swing with an iron.
The students will demonstrate the proper form of a full swing with an iron.
The students will demonstrate the proper form of a full swing with a driver.
The students will follow the rules of the game of golf to ensure safety of all participants.

Text/Resource Materials:

Quality Lesson Plans for Secondary Physical Education; Dorothy B. Zakrajsek

Activities:

Chip to a target
Half swing with an iron to a target
Full swing with an iron to a target
Full swing with a driver down a line.
9 hole chip and putt

Assessment:

Teacher observation that students are performing skills correctly, using proper form for their swing, and keeping count of the number of golf balls hit to the target.

Enabling Objectives:

The students will use a pitching wedge to successfully chip 10 golf balls to a target.
The students will use an 8 iron to successfully hit 10 golf balls with a half swing iron swing to a target.
The students will use a 6 iron to successfully hit 10 golf balls with a full iron swing to a target.
The students will use a driver to drive 10 golf balls down a straight line for distance.
The students will be able to identify the common mistakes of a slice or hook in the swing.

Extensions:

The students will form a four-some and play two chip and putt holes.

Remediation:

The students will use the proper size golf club and ball type for their ability level.
Different size targets can be use to increase student success.
The students can move closer or farther away to the targets according to their ability level.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Lacrosse	
Estimated Instructional Time: 5 - 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will demonstrate the proper form of cradling the ball in the lacrosse stick with their dominant and non-dominant hand.	
The students will demonstrate the proper form of shooting the ball with the lacrosse stick with their dominant and non-dominant hand.	
The students will demonstrate the proper form of catching with a lacrosse stick.	

The students will demonstrate the proper form of passing the ball using the lacrosse stick.
The students will demonstrate the proper form of defending an opponent during skill practice.
The students will apply and use the rules, skills, and strategies of lacrosse by participating in modified games.
The students will follow the rules of the games to ensure safety of all participants.

Text/Resource Materials:

Lacrosse Fundamentals by Jim Hinkson

Activities:

Cradling drills
Shooting drills
3 v. 3
1 v. 1

Assessment:

Teacher observation that students are performing skills correctly, using game strategies, and following all game rules during modified games.

Enabling Objectives:

The students will cradle the lacrosse ball while running without the ball falling out of the head of the stick.
The students will successfully make an overhand, underhand, and sidearm pass to a partner.
The students will successfully catch a ball with their lacrosse stick.
The students will successfully score a goal during modified games.
The students will move through space without the ball to get open during modified games.

Extensions:

The use of bigger headed lacrosse sticks can be used for easier catching and throwing.
Larger or smaller goals can be used depending on a player's skill level.

Remediation:

The students will use the proper size lacrosse stick and ball type for their ability level.
Different size balls can be used for easier catching and throwing.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Paddleball	
Estimated Instructional Time: 5-7 days	
PA Academic Standards:	
10.4.9	
D. Analyze factors that affect physical activity preferences of adolescents. <ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence 	
10.4.9	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. <ul style="list-style-type: none"> • Personal choice • Development differences • Amount of physical activity • Authentic practice 	
10.4.9	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. <ul style="list-style-type: none"> • Group dynamics • Social pressure 	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings	
Unit Objectives:	
Student will be able to a hit the ball against the wall using a forehand stroke.	
Student will be able to hit the ball against the wall using a backhand stroke.	
Student will be able to hit a lob serve.	
Text/Resource Materials:	
Seven Lifetime Sports 2 nd ed. By Jerry F. Clark and Fritz Huber	
Activities:	
Hand-eye coordination drills	
Teacher will explain how to engage in this activity safely.	
Teacher will demonstrate, and students will practice hitting forehands.	
Teacher will demonstrate, and students will practice hitting backhands.	

Teacher will demonstrate and students will practice hitting a lob serve.
Modified mini-games

Assessment:

Teacher observation and feedback
Question and answer

Enabling Objectives:

Student will be able to demonstrate a serve along with a forehand and backhand stroke.

Extensions:

Teacher will demonstrate and student will practice a “V” serve.
Mini-games

Remediation:

Student will bounce the ball to the floor with the paddle to practice hand-eye coordination.
Student will bounce the ball to the floor with the paddle while walking.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Soccer	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities. *offensive strategies *defensive strategies *time management	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to demonstrate his/her knowledge of the rules of soccer during team play by knowing the playing field and not meriting fouls.	
The students will be able to execute a pass with the inside and outside of the foot.	
The students will be able to pass the soccer ball with his/her head.	
The students will be able to trap the soccer ball with the inside and outside of the foot.	
The students will be able to shoot the soccer ball using the proper shooting skills taught by the	

teacher.

The students will be able to start the game and keep the ball in and out of play by following the correct procedures.

Text/Resource Materials:

Teaching Strategies of Soccer; Michael A. Sutliff

Activities:

Rules of Soccer

Shooting Drills

Trapping Drills

Passing Drills

Heading Drills

Game Play

Assessment:

Teacher will observe students during partner skill practices. The teacher will watch students during drills to provide specific feedback for proper corrections or praise. Teacher will also watch the skill practice and effort that the students are putting forth to master the given skill. Students will show his/her comprehension of the rules of the game by decreasing the amount of penalties and restarts.

Enabling Objectives:

The students will pass continuously to his her partner using the inside and outside of his/her foot. The students will toss the soccer ball above his/her partner's head to practice heading a soccer ball.

The students will demonstrate proper trapping and shooting skills against the wall and then to the goal.

Extensions:

Student may be given more drill time to perfect skills.

Students may be able to pass with the inside of the foot until he/she masters the skill before passing with the outside of their foot.

Remediation:

Students may pass the soccer ball back and forth to their partner to master the skills before dribbling around a defender.

Students may shoot at targets to work on accuracy and to build confidence.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Swimming	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.3.9	
D. Analyze the role of individual responsibility for safety during organized group activities.	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
D. Analyze factors that affect physical activity preferences of adolescents.	
<ul style="list-style-type: none"> • Skill competence • Social benefits • Previous experience • Activity confidence 	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.	
<ul style="list-style-type: none"> • Group dynamics • Social pressure 	
10.5.9	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.	
<ul style="list-style-type: none"> • Response selection • Stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • Types of skill (i.e. discrete, serial, continuous) 	
C. Identify and apply practice strategies for skill improvement.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
3. Participates regularly in physical activity.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to swim a lap of butterfly using both arms and 2 kicks.	
The students will be able to swim a lap of backstroke with a flutter kick and a straight arm recovery.	
The students will be able to swim a lap of breaststroke with proper kick and arm pulls.	
The students will be able to swim a lap of front crawl by using a flutter kick and a bent arm recovery.	
The students will be able to execute proper breathing patterns for each of the four strokes during a 25 yard swim per stroke.	
The students will be able to tread water for 20 minutes by using on of the 3 types of kicks.	
The students will be able to swim a 400 yard freestyles using the stroke of their choice and may	

take up to four breaks.

Text/Resource Materials:

Ready to use secondary PE activities program; Ken Lumsden, Sally Jones
Swimming Even Faster; Ernest W. Maglischo
LHU Health and Physical Education Water Games Booklet

Activities:

Kicking Drills Breathing Drills Relays
Stroke Drills Conditioning Activities (Endurance Swims and Treading Water)

Assessment:

Teacher observation will be used to make sure the students are doing the drills accurately. Students must also show that they are able to swim a lap of each of the 4 strokes and illustrate conditioning through treading water and an endurance swimming. Students may be tested out of the unit curriculum by completing the swimming test given by the teacher.

Enabling Objectives:

The students will kick with or without a kickboard a 50 of each stroke without stopping.
The students will swim using proper arm strokes for a 50 of each stroke without stopping.
The students will demonstrate proper conditioning skills by increasing total yards every 2nd day.

Extensions:

Student may be given more drill time to perfect skills.
Students may start in the water for relays instead of diving in.

Remediation:

Students may be allowed to stop at the walls to catch their breath.
Students might be asked to swim the width of the pool instead of the length.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Tennis	
Estimated Instructional Time: 5-7 days	
PA Academic Standards:	
10.19	
D. Analyze the role of individual responsibility for safety during organized group activities.	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
E. Analyze and apply scientific and biomechanical principles to complex movements. *linear motion *rotary motion *equilibrium *number of moving segments	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
Students will be able to bounce the tennis ball upward on the sweetspot of their racquet 10 times without moving their feet.	

Student will be able to bounce the tennis ball to the court off of the sweetspot of the racquet 10 times without moving their feet.

Students will understand the basic rules of tennis.

Students will learn the all the parts of a tennis racquet.

Students will be able to demonstrate a forehand and backhand grip.

Students will be able to play tennis doubles.

Students will learn how to hit an underarm serve.

Students will understand the benefits of learning a lifetime sport.

Students will be able to demonstrate how to maintain a safe environment on the tennis courts.

Text/Resource Materials:

www.pecentral.com

Seven Lifetime Sports 2nd ed. By Jerry F. Clark and Fritz Huber

Official Rules of Tennis by the USTA 2008 edition

Activities

Hand – Eye coordination drills

Students will do forehand and backhand drills.

After instruction, students will practice serving against the fence.

Students will practice serving into the proper service square.

Students will play modified mini-games.

Assessment:

Teacher observation and feedback during drills and game play.

Written test on rules.

Enabling Objectives:

Students will demonstrate proper tennis etiquette

Extensions:

Round-Robin tournament

Remediation:

Practice with a partner hitting forehands and backhands.

Continue practicing hand-eye coordination drills.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Ultimate Frisbee / Speedball	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to toss a Frisbee to with his/her right and left hand.	
The students will be able to catch a Frisbee with his/her right and left hand.	
The students will be able to demonstrate his/her knowledge of Ultimate Frisbee / Speedball rules during game play by eliminating the amount of fouls.	
The students will demonstrate the proper catch and throw of a Frisbee/Speedball during skill	

activities.

The students will execute throwing and catching skills by using hand-eye coordination.

Text/Resource Materials:

<http://www.whatisultimate.com/>

Activities:

Tossing Drills

Catching Drills

Game Play

Agility and Speed Drills

Rules and Fouls Instruction

Assessment:

Teacher observation will be used to make sure the students are doing the drills accurately. Students must also show that they are able to toss a Frisbee with his/her right and left hand. Students must be able to demonstrate catching a Frisbee with his/her right hand, left hand, and both hands. Students must be able to show speed and agility to advance down the field during game play. The teacher will evaluate the students' comprehension of the rules by watching for fouls during game play.

Enabling Objectives:

The students will throw a Frisbee/Speedball to his/her partner at a close and far range designated by the teacher.

The students will catch the Frisbee/Speedball with both hands during skills and game play.

The students will demonstrate proper speed and agility by advancing down the field to the correct spot to catch a thrown Frisbee/Speedball.

Extensions:

Student may be given more drill time to perfect skills.

Students may toss and catch with his/her dominate hand.

Remediation:

Students may be allowed to catch the Frisbee with two hands at all times.

Students will continue to toss to a target until the student has mastered the skill.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Volleyball	
Estimated Instructional Time: 5-7 Days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
A. Describe and apply the components of skill related fitness to movement performance. *agility *balance *coordination *power *reaction time *speed	
B. Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. *response selection *stages of learning a motor skill *types of skill	
C. Identify and apply practice strategies for skill improvement.	
F. Describe and apply game strategies to complex games and physical activities.	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will be able to demonstrate his/her knowledge of the rules of volleyball during team play by knowing where the boundary lines are and not touching the net.	
The students will be able to execute a forearm pass by contacting the volleyball on his/her forearms and use his/her legs to drive the volleyball to the target.	
The students will be able to set the volleyball to a hitter by contacting the volleyball with his/her	

fingers above their head and pushing the volleyball towards the hitter.
The students will be able to serve a volleyball underhand by facing the net and hitting the volleyball with his/her heel driving the volleyball over the top of the net.

Text/Resource Materials:

www.pecentral.com

www.volleyball.org

An Understanding of the Fundamental Techniques of Volleyball

Activities:

Passing Drills

Landmine Serving

Setting Drills

Pepper with a partner

Serving Practice

Assessment:

Teacher will observe students during partner skill practices. The teacher will watch students during drills to provide specific feedback for proper corrections or praise. Teacher will also watch the skill practice and effort that the students are putting forth to master the given skill. Students will show his/her comprehension of the rules of the game by staying out of the net and watching for the out of bounds line during team play.

Enabling Objectives:

The students will pass continuously to his her partner using the forearm pass until instructed by the teacher to stop.

The students will set against the wall to work on the correct form for the overhead sets.

The students will demonstrate proper serving skills by progressing from the 10-foot line to the serving line by getting the volleyball over the net.

Extensions:

Student may be given more drill time to perfect skills.

Students may be able to serve overhand if given permission by the teacher.

Remediation:

Students may serve from a closer line that is designated by the teacher during the first couple of game plays.

Students might be asked to forearm pass the volleyball instead of setting until he/she is comfortable with using his/her fingers to pass the volleyball.

Name of Course: Physical Education	Course Number: 902
Grade Level(s): 9	
Unit: Weight Training and Cardiovascular Fitness	
Estimated Instructional Time: 5 – 7 days	
PA Academic Standards:	
10.4.9	
A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	
B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement. *stress management *disease prevention *weight management	
C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities. *exercise *healthy fitness zone *individual fitness zone *drug/substance use/abuse	
D. Analyze factors that affect physical activity preferences of adolescents. *skill competence *social benefits *previous experience *activity confidence	
E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement. *personal choice *developmental differences *amount of physical activity *authentic practice	
F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities. *group dynamics *social pressure	
10.5.9	
D. Identify and describe the principles of training using appropriate vocabulary. *specificity *overload *progression *aerobic/anaerobic *circuit/interval *repetition/set	
New Standards Performance Standards:	
1. Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	
2. Demonstrates understanding of movement strategies, and tactics as they apply to the learning and performance of physical activities.	
3. Participates regularly in physical activity.	
4. Achieves and maintains a health-enhancing level of physical fitness.	
5. Exhibits responsible personal and social behavior that respects self and others in physical activity settings.	
Unit Objectives:	
The students will demonstrate knowledge of all rules and procedures of the fitness center by performing exercises properly on all machines and equipment.	
The students will use proper form when using free weights and/or the strength machines when executing strength training exercises.	
The students will use proper form when using the stability balls during core strength training.	
The students will use heart rate monitors to record their exercising heart rate during the class period.	

Text/Resource Materials:

Essentials of Strength Training and Conditioning by Thomas R. Baechle & Roger W. Earle

Activities:

Muscular Strength training exercises
Muscular Endurance training exercises
Cardiovascular Endurance exercises
Core (Abdominal) Strength training exercises

Assessment:

Teacher observation that students are performing exercises properly, following all safety procedures, and taking care of all equipment.
The teacher will put the students through a fitness test and/or the Presidential Fitness Test to record student progress.
The teacher will use the heart rate monitors to check student heart rates.

Enabling Objectives:

The students will complete at least one full body circuit using the strength training machines.
The students will complete at least a 20-minute cardiovascular endurance workout on any of the cardio machines.
The students will complete at least three core (abdominal) strength training exercises using the stability balls.

Extensions:

The students at a higher fitness level can increase weight for strength training exercises.
The students can use one of the many pre-programmed programs on the cardio machines based on their fitness level.
The students will create a personalized workout plan based on knowledge gained during class.

Remediation:

The students will set the weight and resistance on all machines based on their fitness level.
The teacher will set-up a modified program for students with disabilities or injuries.

