Window Rock School District #8

Curriculum Guide

2020-2021

SUBJECT: **PHYSICAL EDUCATION** GRADE: 9th TIMELINE: 1st Quarter

TEACHER: Amelia Holtsoi

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| ESSENTIAL QUESTIONS FOR PHYSICAL EDUCATION  |
| What is the importance of Physical Education? What are the benefits from Physical Education?What key component skills can be learn by playing sports?  |

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| **STANDARD** | **CONTENT** | **OBJECTIVES** | **ASSESSMENT** | **RESOURCES** | **VOCABULARY** |
| S1.Demonstrates competency in a variety of motor skills and movement patterns.  | H1.L1.: Demonstrates competency and/or refines activity-specific movement skills in two or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.H1.L2.: Refines activity-specific movement skills in one or more lifetime activities (outdoor pursuits, individual-performance activities, aquatics, net/wall games or target game)H3.L1.: Demonstrates competency in one or more specialized skills to include demonstration, application and evaluation in health and skill-related fitness activitiesH3.L2.: Demonstrates competency in 2 or more specialized skills including demonstration, application, and evaluation in health related fitness activities.  | Fitness actives (e.g. strength conditioning, yoga, group exercise) - implementing the difference between physical fitness, health-related fitness and skill-related fitness. Sports (e.g. target games, net/court games, striking fielding games, and invasion games) - exercise programs—warm-up, workout, and cool-down. Dance (e.g. ballroom, hip-hop, line, & western)  | * Teacher made test
* Skill Test
* Quizes
 | Fitness TestFitness GramPresident Test | ExerciseHealth Physical ActivityFitnessWellnessCoordinationAgilityBalanceFlexibilityPowerSpeedStrengthEnduranceForceRisk FactorIntensity |
| S3: Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness. Physical activity knowledge.  | H1.L1.: Discusses the benefits of a physical active lifestyle as it relates to college or career productivity. H1.L2.: Investigates the relationship among physical activity, nutrition, and body composition. H3.L1.: Identifies issues associated with exercising in heat, humidity and cold. H5.L2.: Analyzes the impact of risks and safety factors in the life choices, economics, motivation, and accessibility on exercise adherence and successful participation in physical activity in college or career setting.  | Outdoor pursuits (e.g. rock climbing, kayaking, hiking, mountain biking)Other content has been included that primarily seek to develop students’ personal and social behavior. This content is generally identified as “team building.” It is the responsibility of school to provide opportunities for all students to become competent, literate and enthusiastic movers, in ways to make physical activity a highly desired, enjoyable, and worthwhile experience. Students who participate in effective physical education programs receive a variety of benefits in the areas of movement skills, physical conditioning, and knowledge so they can develop strategies and tactics to lead a physical active lifestyle.  | * Teacher Made Test
* Skill Test
* Quizes
 |  | F.I.T.T.FrequencyTimeTypeMotor SkillsSkillSkill-related fitnessGoal SettingLong-term GoalShort-Term GoalRepsSetsDiabetesStressStressorsStretchWarm-up |
| S2: Applied knowledge for concepts, principles, strategies and tactics related to movement and performance. Movement concepts. S3: Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity and fitness. Physical activity knowledge. | H3. L2.: Identifies the stages of learning a motor skill. H3.L2.: Investigates the relationships among physical activity, nutrition, and body composition. H7.L2.: Designs and implements a strength and conditioning program that develops balance in opposing muscles groups (agonist-antagonist) and supports a healthy, active lifestyle. H8.L2.: Understand types of strength exercises and stretching exercises for personal fitness development.S10.L2.: Adjusts pacing to keep heart rate in the target zone, using available technology to self-monitor aerobic intensity.H14.L2.: Applies stress-management strategies to reduce stress.  | Volleyball: The goal of this topic is to introduce the game of volleyball to all students. Even students with disabilities will be able to participate with some modifications so all students are included in the lesson. By the end of the unit students will be able to participate in a modified version of volleyball. * Describe and execute in game the skills of overhand pass, forearm pass, serve, spike and blocking.
* Describe, discuss, and put into practice the rules of power volleyball during a game or match.
* Apply basic offensive and defensive principles during a game or match.
* Describe and play in a game or match the 6-6 offense and 4-2 offense.
* Describe and play in a game or match the man-back defense and the man-up defense.
* Describe play in power volleyball using the correct terminology associated with the sport.
 | * Teacher Made Test
* Skill Test
 | * Muscular Strength Test
* Muscle Power Test
* Anaerobic Capacity Test
* Muscle Endurance Test
* Agility Test
* Speed Test
 | VolleyballBlockBump PassCarrying the BallDig PassDinkDouble foulForearm PassFree ballKillOverhand PassPointRotationServeSet SetterSide-OutSpikeSpiker |
| S4: Exhibits Responsible Personal and Social Behavior that Respects Self and Others. Personal Responsibility | H1.L1.: Employs effective self-management skills to analyze barriers and modify physical activity patterns appropriately as needed.H2.L1.: Exhibits proper etiquette, respect for others and teamwork while engaging in physical activity and/or social dance. H2.L2.: Examines moral and ethical conduct in specific competitive situations.H3.L1.: Uses communication skills and strategies that promote team and group dynamics. H4.L1.: Solves problems and thinks critically in physical activity or dance settings, both as an individual and in group. H4.L2.: Accepts others’ ideas, cultural diversity, and body types by engaging in cooperative and collaborative movement projects.H5.L1.: Applies best practices for safe participation in physical activity, exercise and dance.  | Cont. from Volleyball | Cont. from Volleyball | Cont. from Volleyball | Cont. from Volleyball |
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* Identify the differences in equipment, rules, and strategy between flag football and touch football
* Describe the rules governing play
* Describe the offensive and defensive strategies utilized
* Analyze and demonstrate the various skills and techniques including the stance, passing, catching, blocking, tackling, and kicking.
* Take proper safety precautions
* Understand and use the basic terminology associated with the game.
 | * Teacher Made Test
* Skill Test
 | * Muscular Strength Test
* Muscle Power Test
* Anaerobic Capacity Test
* Muscle Endurance Test
* Agility Test
* Speed Test
 | Flag FootballBacksBackward PassBalanced LineBlockBootleg playBrush blockingButton hook ClippingCross-buckCut-buckEnd aroundFair catchFlankerFlat pass HandoffLateral passLine of ScrimmageNaked ReverseOffsideSafetyScreen PassShotgun OffenseShovel passTouchback |
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