Window Rock School District #8

Curriculum Guide

2020-2021

SUBJECT: PHYSICAL EDUCATION GRADE: 9th TIMELINE: 2nd 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** |
| 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. | Field Hockey:   * Identify the field markings * Describe the basic rules of the game * Analyze and demonstrate the techniques of holding the stick, dribbling, the drive, fielding, various passes, the tackle, the dodge, the penalty corner, the free hit, defense hit, and push-in * Identify and describe the common goal keeping techniques. * Describe the basic offensive and defensive tactics * Understanding the use the basic terminology. | * Teacher Made Test * Skill Test | * Muscular Strength Test * Muscle Power Test * Anaerobic Capacity Test * Muscle Endurance Test * Agility Test * Speed Test | Field Hockey  Advancing  Alley  Bully  Circle  Corner  Covering  Defense hit  Dodge  Dribble  Drive  Fielding  Flick  Foul  Free hit  Holding the whistle  Long corner  Lunge  Marking  Obstruction  Offside  Penalty corner  Penalty stroke  Push-in  Push-pass  Reverse sticks  Scoop  Short corner |
| 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 Field Hockey | Cont. from Field Hockey | Cont. from Field Hockey | Cont. from Field Hockey |
| 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. | Badminton: There are many decision making possibilities in this activity which the teacher may include in the lesson. This is a change from the normal routine which engages the students, particularly in the cognitive domain. It’s not the standard game and format but is a great experience.   * Understand the fundamental techniques involved in the various strokes in the game of badminton, and be able to execute these shots. * Demonstrate proper footwork and positioning in both singles and doubles. * Display an understanding of basic strategy in both singles and doubles. * Identify and understand rules for the singles and doubles games. * Understand the basic terminology used in the game. | * Teacher Made Test * Skill Test | * Muscular Strength Test * Muscle Power Test * Anaerobic Capacity Test * Muscle Endurance Test * Agility Test * Speed Test | Badminton  Alley  Backhand  Bird  Block  Carry  Clear  Cross-court  Double-hit  Drive  Drive serve  Drop  Fault  Foot fault  Forehand  Game point  Hairpin net shot  Handout  Inning  Let  Love  Matchpoint  Overhead  Rally  Receiver  Round-the-head stroke  Server  Setting  Short serve  Shuttlecock  Side-out  Smash  Throw  Underhand  Unsight |
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