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 HockeyAdvancingAlleyBullyCircleCornerCoveringDefense hit DodgeDribbleDrive FieldingFlickFoulFree hit Holding the whistle Long cornerLunge MarkingObstruction Offside Penalty cornerPenalty stroke Push-inPush-passReverse sticksScoopShort 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
 | BadmintonAlleyBackhand Bird BlockCarryClearCross-courtDouble-hitDriveDrive serveDropFaultFoot faultForehandGame point Hairpin net shotHandoutInningLet LoveMatchpoint OverheadRally ReceiverRound-the-head strokeServerSettingShort serveShuttlecock Side-out SmashThrowUnderhandUnsight |
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