### FIRST TERM

<table>
<thead>
<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Resource</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking Period Starts: 9/5/19</td>
<td>**Unit: Intro to PE PE 101 (Routines, Rituals and Relevance)</td>
<td>SPARK: High School PE 101</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
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<tr>
<td>Suggested Completion Date: 9/20/19</td>
<td></td>
<td>SPARK: High School ASAPs</td>
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<td>Project Adventure: The 100th Monkey</td>
<td>● Analyze the role that physical education plays in leading a healthy lifestyle (LL. 48, LL. 53)</td>
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<td>● Analyze physical activities that are enjoyable for personal or social reasons (PS. 35, LL. 39)</td>
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<td>● Evaluate participation factors that make physical activity personally enjoyable or not (PS. 39, LL. 58)</td>
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<td>● Analyze procedures and class norms that can contribute to a positive climate in physical education (PS. 37, PS. 39)</td>
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<td>● Demonstrate mastery of all seven locomotor movements within various activity settings (M. 69)</td>
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<td>● Identify each classmate by name (PS. 36)</td>
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<td>Suggested Completion Date: 10/11/19</td>
<td>**Unit: Personal &amp; Social: Cooperation, Problem Solving &amp; Inclusion</td>
<td>Project Adventure: Middle School Adventure</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
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<td></td>
<td>Unit Title examples: Project Adventure: Building Community, Cooperative Team Building</td>
<td>Project Adventure: Achieving Fitness</td>
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<td>Project Adventure: The 100th Monkey</td>
<td>● Analyze the role that physical activity plays in enhancing social skills (PS. 35)</td>
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<td>● Demonstrate the ability to cooperate with partners, small groups and large groups in various physical activities by using positive and inclusive behaviors and language (PS. 36)</td>
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<td>● Demonstrate proper etiquette in a physical activity setting (PS. 38)</td>
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<td>● Demonstrate the ability to work with a partner or group to solve a problem in a physical activity setting (PS. 43)</td>
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<td>● Analyze and utilize the strengths of others in a physical activity setting (PS. 46)</td>
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<td>● Participate willingly with all individuals and groups in cooperative activities (PS. 50)</td>
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<tr>
<td>Suggested Completion Date: 10/25/19</td>
<td>*Unit: Health-Related Fitness</td>
<td>FitnessGram: Test Administration Kit and Guide</td>
<td>Content/skill SWBAT statement (corresponding standards)</td>
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<td></td>
<td>Unit Title: FitnessPart 1 FitnessGram Pre-Assessment, Goal Setting &amp; Planning</td>
<td>SPARK: High School Group Fitness</td>
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<td>SPARK: High School Strength Training</td>
<td>● Explain the five components of health-related fitness and the fitness assessment associated with each component (F.69)</td>
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<td>OPEN Phys. Ed: High School Creative Mode Fitness</td>
<td>● Analyze the role of FitnessGram in determining and maintaining personal fitness level (F. 69, F. 70)</td>
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<td>● Describe the assessment protocol of each FitnessGram component (F. 69)</td>
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<td>● Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit &amp; reach and shoulder stretch (F. 58, F. 62, F. 63, F. 66, F. 67)</td>
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<td>● Set personal fitness goal (s) based on FitnessGram data (F. 69)</td>
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<td>● Develop a personal fitness plan using the F.I.T.T principle for fitness training (F. 69)</td>
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</tbody>
</table>
| Date: 11/8/19 | Fitness | Group Fitness | • Sustain movements that increase heart rate and breathing for increasing amounts of time (F. 57)  
• Compare and contrast the functions of the heart and lungs before, during and after exercise (F. 58)  
• Demonstrate the ability to support own body weight for at least 30 seconds in various positions (F 61)  
• Demonstrate the ability to hold several stretch positions for at least 30 seconds (F. 65)  
• Define physiology and identify basic physiological concepts that apply to training (F. 71)  
• Relate concepts of physiology to exercise and physical activity (F. 71) |

First Marking Period Ends: 11/8/19
Assessments During This Period: FitnessGram assessment Fall 2018 grades 4-12; SPARK Folio High School assessments; Project Adventure assessments; OPEN Phys. Ed. assessments

| DEPARTMENT NAME: Health & Wellness: P.E. |
| GRADE LEVEL: 10th |

| YEAR AT A GLANCE |
| Student Learning Outcomes by Marking Period 2019-2020 |

| SECOND TERM | Overarching/general themes and resources |
| Dates | Unit Overview | District Endorsed Curricula Resource | To Demonstrate Proficiency by the End of the Quarter Students Will... (with eligible content references): |
| Marking Period Starts: 11/12/19 | Unit: Movement Skills & Concepts: Net/Wall Games  
Unit Title examples: Net/Wall Sports Medley {Tennis, Badminton, Volleyball, Pickleball, Roundnet (Spikeball), Handball (wall style), Squash} | SPARK: High School Volleyball  
SPARK: High School Tennis  
OPEN Phys. Ed: Middle School Roundnet (Spikeball)  
OPEN Phys. Ed: High School Tennis | Content/skill SWBAT statement (corresponding standards)  
• Demonstrate the ability to effectively perform the manipulative skills needed to participate in a given net/wall sport (M. 71)  
• Demonstrate the ability to apply manipulative skills effectively in a net/wall game(s) setting (M. 72, M. 81.5)  
• Analyze movement skill cues associated with a net/wall sport(s) and use them to improve performance (M. 73, M. 75, M. 81.5)  
• Demonstrate the ability to apply offensive and defensive strategies in a net/wall game(s) (M. 80, M. 81.5)  
• Demonstrate the ability to apply basic rules and scoring for a given invasive net/wall sport (s) (M. 77/78, M. 81.5)  
• Demonstrate the ability to access information related to participating in net/wall sport outside of physical education (LL.61, M. 81.5, F. 73)  
• Compare and contrast two or more net/wall sport(s) (LL.43)  
• Evaluate net/wall sports that meet personal goals, needs and interests (LL.39) |
| Suggested Completion Date: 12/20/19 | Unit: Movement Skills & Concepts: Invasive Sports  
Unit Title examples: Soccer; Hockey; Football; Basketball and/or Flying | SPARK: High School Volleyball  
SPARK: High School Tennis  
OPEN Phys. Ed: High School Tennis | Content/skill SWBAT statement (corresponding standards)  
• Demonstrate the ability to effectively perform the manipulative skills needed to participate in a given invasive sport (M. 71) |

Suggested Completion Date:
### Third Marking Period

**Overarching/general themes and resources**

<table>
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<tr>
<th>Dates</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Resource</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will, (with eligible content references):</th>
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<td></td>
<td>Unit Title examples: Rhythms &amp; Dance Medley, Hip-Hop Dance, Latin Dance, Zumba, Cultural Dance, Lummi Sticks, Jump Bands, Double Dutch, DDR</td>
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<td>Perform several types of rhythms and/or dance sequences (LL. 45)</td>
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<td>Demonstrate the ability to apply locomotor and non-locomotor skills to a rhythms and/or dance sequence (M. 69, M. 70, LL. 45)</td>
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<td>Analyze the role that rhythms and/or dance activities play in personal lifelong physical activity (LL. 47, PS. 48)</td>
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<td>Evaluate one’s ability to participate in rhythms and/or dance activities at different stages of life (LL. 47, LL. 54)</td>
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<td>Demonstrate the ability to participate cooperatively with partner or groups in rhythms and/or dance activities (PS. 36)</td>
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<td>Evaluate the historical and cultural relevance of a given physical activity (PS. 48, PS. 49)</td>
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**Suggested Completion Date: 2/28/20**

**Marking Period Starts: 3/2/20**

**Suggested Completion Date: 3/20/20**

**Unit: Personal & Social: Inclusion**

**Unit Title examples:** Cultural Games/Sports;

**SPARK: High School World Games**

**OPEN Phys. Ed: High School Tai Chi**

**Content/skill SWBAT statement (corresponding standards):**

- Demonstrate the movement skills necessary to participate in non-traditional game/sport activities (M. 69/70/71)
- Demonstrates a willingness to try new physical activities (PS. 45)
- Analyze the role that physical activity plays in enhancing inclusive skills and understanding of culture (PS. 45)
### World Games/ Sports; Non-traditional sports, Rugby, Field Hockey, Netball, Cricket, Tchoukball

**BPS PE Learning Community:** High School Tchoukball Unit  
**USA Rugby:** Rookie Rugby  
**Project Adventure:** Middle School Adventure  
**Project Adventure:** Achieving Fitness  
**Project Adventure:** The 100th Monkey

- Recognize and communicate the strengths of others (PS. 46)  
- Create a physical activity plan that includes all members of a group and allows for equal participation (PS. 47)  
- Analyze the historical and cultural relevance of various sports and physical activities (PS. 48, PS. 49)

### Suggested Completion Date: 4/17/20

Unit: Lifelong Physical Activity Skills: Leisure & Wellness  
Unit Title examples:  
**Leisure & Wellness Activities Part 1**  
- Biking, Walking, Yoga, Pilates, Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Martial Arts, Parkour, Bowling, Skating/Rollerblading, Bocce  

**SPARK:** High School Wellness Walking  
**SPARK:** High School Flying Disc Ultimate Unit  
**OPEN Phys. Ed:** High School Tai Chi  
**OPEN Phys. Ed:** High School Fitness Running

Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the movement skills necessary to participate in leisure time physical activities (LL. 38, M. 69/70/71)  
- Analyze how certain leisure activities could meet personal enjoyment needs (LL. 39)  
- Explain the safety risks associated with given physical activities (LL. 41)  
- Compare and contrast leisure activities with competitive sport games (LL. 42)  
- Analyze the role of leisure activities in reducing stress (LL. 55)  
- Create a plan or routine for participation in a leisure activity outside of physical education (LL. 60)

### Third Marking Period Ends: 4/17/20

Assessments During This Period: **SPARK Folio High School assessments; OPEN Phys. Ed. assessments; Project Adventure assessments**

### DEPARTMENT NAME:  
Health & Wellness: P.E.  
**GRADE LEVEL:** 10th

#### YEAR AT A GLANCE  
**Student Learning Outcomes by Marking Period**  
**2019-2020**

<table>
<thead>
<tr>
<th>FOURTH TERM</th>
<th>Overarching/general themes and resources</th>
<th>Date</th>
<th>Unit Overview</th>
<th>District Endorsed Curricula Resource</th>
<th>To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):</th>
</tr>
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</table>
- Demonstrate the ability to effectively perform the manipulative skills needed to participate in a given field sport (M. 71)  
- Demonstrate the ability to apply manipulative skills effectively in a field game setting (M. 72, M. 82)  
- Analyze movement skill cues associated with a field sport and use them to improve performance (M. 73, M. 82)  
- Demonstrate the ability to apply offensive and defensive strategies in a field game (M. 80, M. 82)  
- Demonstrate the ability to apply basic rules and scoring for a given field sport (M. 77/78, M. 82)  
- Demonstrate the ability to access information related to participating in field sports outside of physical education (LL.61, M. 82, F. 73)  
- Create and teach a cooperative style field game that can increase aerobic capacity (PS. 40) |
| Suggested Completion Date: 5/15/20 | Unit Title examples:  
- *Field Sports Medley,  
- Softball, Golf, Disc Golf, Track & Field* | SPARK: High School Cricket | |
| Suggested Completion Date 5/29/20 | *Unit: Health-Related Fitness* | FitnessGram: Test Administration Kit and Guide | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the ability to improve scores in at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50)  
- Evaluate a previously created fitness goal in terms of personal achievement (F. 69, F. 70)  
- Explain the relationship between proper nutrition and health-related fitness (F. 75) |
| *Unit Title:  
- *Fitness Part 3*  
- *FitnessGram Post-assessment and Personal Evaluation & Reflection* | | |
| Suggested Completion Date: 6/17/20 | Unit: Lifelong Physical Activity Skills: Leisure & Wellness | SPARK: High School Wellness Walking Unit | Content/skill SWBAT statement (corresponding standards)  
- Demonstrate the movement skills necessary to participate in leisure time physical activities (LL. 38, M. 69/70/71)  
- Analyze how certain leisure activities could meet personal enjoyment needs (LL. 39)  
- Explain the safety risks associated with given physical activities (LL. 41)  
- Compare and contrast leisure activities with competitive sport games (LL. 42)  
- Analyze the role of leisure activities in reducing stress (LL. 55)  
- Create a plan or routine for participation in a leisure activity outside of physical education (LL. 60)  
*Unit should demonstrate variety from Leisure and Wellness Activities Part 1* |
| *Unit Title examples:  
- *Leisure & Wellness Activities Part 2*  
| *Unit should demonstrate variety from Leisure and Wellness Activities Part 1* | | |
| Fourth Marking Period Ends: 6/19/20 | Assessments During This Period:  
- FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio High School assessments; OPEN Phys. Ed assessments | | |