

DEPARTMENT NAME:
Health & Wellness: P.E.
GRADE LEVEL: 9th

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

FIRST TERM			
Dates	Overarching/general themes and resources		
Unit Overview	District Endorsed Curricula Resource	To Demonstrate Proficiency by the End of the Quarter Students Will.... (with eligible content references):	
Marking Period Starts: 9/5/19 Suggested Completion Date: 9/20/19	**Unit: Intro to PE PE 101 (Routines, Rituals and Relevance)	SPARK: High School PE 101 SPARK: High School ASAPs Project Adventure: The 100th Monkey	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> Analyze the role that physical education plays in leading a healthy lifestyle (LL. 48, LL. 53) Analyze physical activities that are enjoyable for personal or social reasons (PS. 35, LL. 39) Evaluate participation factors that make physical activity personally enjoyable or not (PS, 39, LL. 58) Analyze procedures and class norms that can contribute to a positive climate in physical education (PS. 37, PS. 39) Demonstrate mastery of all seven locomotor movements within various activity settings (M. 69) Identify each classmate by name (PS. 36)
Suggested Completion Date: 10/11/19	**Unit: Personal & Social: Cooperation, Problem Solving & Inclusion Unit Title examples: Project Adventure: Building Community, Cooperative Team Building	Project Adventure: Middle School Adventure Project Adventure: Achieving Fitness Project Adventure: The 100th Monkey	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> Analyze the role that physical activity plays in enhancing social skills (PS. 35) 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) Demonstrate proper etiquette in a physical activity setting (PS. 38) Demonstrate the ability to work with a partner or group to solve a problem in a physical activity setting (PS. 43) Analyze and utilize the strengths of others in a physical activity setting (PS. 46) Participate willingly with all individuals and groups in cooperative activities (PS. 50)
Suggested Completion Date: 10/25/19	*Unit: Health-Related Fitness Unit Title: Fitness Part 1 FitnessGram Pre-Assessment, Goal Setting & Planning	FitnessGram: Test Administration Kit and Guide SPARK: High School Group Fitness SPARK: High School Strength Training OPEN Phys. Ed: High School Creative Mode Fitness	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> Explain the five components of health-related fitness and the fitness assessment associated with each component (F.69) Analyze the role of FitnessGram in determining and maintaining personal fitness level (F. 69, F. 70) Describe the assessment protocol of each FitnessGram component (F. 69) 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 & reach and shoulder stretch (F. 58, F. 62, F. 63, F. 66, F. 67) Set personal fitness goal(s) based on FitnessGram data (F. 69) Develop a personal fitness plan using the F.I.T.T principle for fitness training (F. 69)
Suggested Completion	Unit: Health-Related	SPARK: High School	Content/skill SWBAT statement (corresponding standards)

Date: 11/8/19	Fitness Unit Title examples: <u>Fitness Part 2</u> Total Fitness, Circuit Training, Fitness and Conditioning, Yoga, Pilates, Parkour	<i>Group Fitness</i> SPARK: High School <i>Strength Training</i> OPEN Phys. Ed: High School <i>Creative Mode Fitness</i> OPEN Phys. Ed: High School <i>Fitness Running</i>	<ul style="list-style-type: none"> • 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: <i>FitnessGram assessment Fall 2018 grades 4-12; SPARK Folio High School assessments; Project Adventure assessments; OPEN Phys. Ed. assessments</i>			

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SECOND TERM			
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 Suggested Completion Date: 12/20/19	Unit: Movement Skills & Concepts: Net/Wall Games Unit Title examples: <u>Net/Wall Sports Medley</u> {Tennis, Badminton, Volleyball, Pickleball, Roundnet (Spikeball), Handball (wall style), Squash}	SPARK: High School <i>Volleyball</i> SPARK: High School <i>Tennis</i> OPEN Phys. Ed: Middle School <i>Roundnet</i> (Spikeball) OPEN Phys. Ed: High School <i>Tennis</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> • 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 based on personal goals, needs and interests (LL.39)
Suggested Completion Date: 1/31/20	Unit: Movement Skills & Concepts: Invasive Sports	SPARK: High School <i>Soccer; Hockey; Football; Basketball and/or Flying</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> • Demonstrate the ability to effectively perform the manipulative skills needed to participate in a given invasive sport (M. 71)

	Unit Title examples: <i>Invasive Sports Medley</i> { <i>Soccer, Basketball, Rugby, Flag football, Handball (team style), Netball, Hockey, Field Hockey, Lacrosse</i> }	<i>Disc Ultimate</i> USA Rugby: Rookie Rugby	<ul style="list-style-type: none"> ● Demonstrate the ability to apply manipulative skills effectively in an invasive sport setting (M. 72, M. 81) ● Demonstrate the ability to apply offensive and defensive strategies in an invasive game (M. 80, M. 81) ● Demonstrate the ability to apply basic rules and scoring for a given invasive sport (M. 77/78, M. 81) ● Demonstrate the ability to access information related to participating in invasive sports outside of physical education (LL.61, M. 81, F. 73) ● Evaluate invasive sports based on personal goals, needs and interests (LL.39) ● Evaluate personal responsibility within a team-based activity (PS. 37) ● Compare and contrast heart and lung functions at rest, during medium intensity activities and during high intensity activities (F. 59)
Second Marking Period Ends: 1/31/20 Assessments During This Period: <i>SPARK Folio High School unit assessments; OPEN Phys. Ed. assessments</i>			

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THIRD 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: 2/3/20 Suggested Completion Date: 2/28/20	Unit: Lifelong Physical Activity Skills: Rhythms & Dance Unit Title examples: <i>Rhythms & Dance Medley, Hip-Hop Dance, Latin Dance, Zumba, Cultural Dance, Lummi Sticks, Jump Bands, Double Dutch, DDR</i>	SPARK: High School <i>Dance</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● Perform several types of rhythms and/or dance sequences (LL. 45) ● Demonstrate the ability to apply locomotor and non-locomotor skills to a rhythms and/or dance sequence (M. 69, M. 70, LL. 45) ● Analyze the role that rhythms and/or dance activities play in personal lifelong physical activity (LL. 47, PS. 48) ● Evaluate one's ability to participate in rhythms and/or dance activities at different stages of life (LL. 47, LL. 54) ● Demonstrate the ability to participate cooperatively with partner or groups in rhythms and/or dance activities (PS. 36) ● Evaluate the historical and cultural relevance of a given physical activity (PS. 48, PS. 49)
Suggested Completion Date: 3/20/20	Unit: Personal & Social: Inclusion Unit Title examples: <i>Cultural Games/Sports;</i>	SPARK: High School <i>World Games</i> OPEN Phys. Ed: High School <i>Tai Chi</i>	Content/skill SWBAT statement (corresponding standards) <ul style="list-style-type: none"> ● 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	<ul style="list-style-type: none"> 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: <u>Leisure & Wellness Activities Part 1</u> <i>Biking, Walking, Yoga, Pilates, Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Martial Arts, Parkour, Bowling, Skating/Rollerblading, Bocce</i>	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) <ul style="list-style-type: none"> 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: <i>SPARK Folio High School assessments; OPEN Phys. Ed. assessments; Project Adventure assessments</i>			

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FOURTH 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:	Unit: Movement Skills &	SPARK: High School	Content/skill SWBAT statement (corresponding standards)



<p>4/27/20</p> <p>Suggested Completion Date: 5/15/20</p>	<p>Concepts: Field Sports</p> <p>Unit Title examples: Field Sports Medley, Softball, Golf, Disc Golf, Track & Field</p>	<p><i>Softball</i></p> <p>SPARK: High School <i>Cricket</i></p>	<ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 5/29/20</p>	<p>*Unit: Health-Related Fitness</p> <p>Unit Title: <u>Fitness Part 3</u> FitnessGram Post-assessment and Personal Evaluation & Reflection</p>	<p>FitnessGram: <i>Test Administration Kit and Guide</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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)
<p>Suggested Completion Date: 6/17/20</p>	<p>Unit: Lifelong Physical Activity Skills: Leisure & Wellness</p> <p>Unit Title examples: <u>Leisure & Wellness</u> <u>Activities Part 2</u> Biking, Walking, Yoga, Pilates, Tennis, Golf, Pickleball, Flying Disc Games, Hiking, Martial Arts, Parkour, Bowling, Skating/Rollerblading, Bocce</p>	<p>SPARK: High School <i>Wellness Walking Unit</i></p> <p>SPARK: High School <i>Flying Disc Ultimate Unit</i></p> <p>OPEN Phys. Ed: High School <i>Tai Chi</i></p>	<p>Content/skill SWBAT statement (corresponding standards)</p> <ul style="list-style-type: none"> ● 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) <p><i>*Unit should demonstrate variety from Leisure and Wellness Activities Part 1</i></p>
<p>Fourth Marking Period Ends: 6/19/20</p> <p>Assessments During This Period: <i>FitnessGram assessment Spring 2019 grades 4-12; SPARK Folio High School assessments; OPEN Phys. Ed assessments</i></p>			