

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education

Curriculum Writing Committee:

Jen Marchetti and Sean Giblin

Grades: 9,10,11,12

Date of Board Approval: 2022

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Course Weighting:

Participation/Preparation	80%
Projects, Tests, Quizzes, Assignments	20%
Total	100%

Curriculum Map

Overview: Physical education plays a critical role in educating the whole student. The ultimate goals of this physical education program are to help students develop through physical activity and to foster awareness and appreciation of the importance of fitness. In grades nine through twelve, students will be offered a variety of activities that are divided into three areas: lifetime sports, team sports, and physical fitness. Activities and instructional strategies are geared toward the development of adolescents physically, cognitively, and affectively.

Goals:

1. Unit – Lifetime Fitness Activities

Overview with time range in days: 15- day units

Lifetime Fitness Activities Goals:

Understanding of:

- Lifetime fitness.
- Physical fitness.
- Cardiovascular Endurance.
- Muscular Strength and Endurance.
- Muscular Flexibility.
- Lifetime activities can provide opportunities for positive social interaction.
- Lifetime activities can reduce stress.
- Lifetime activities can produce higher levels of health-related fitness.
- Safety rules that apply for each activity.
- Proper use of all equipment used in class.

2. Unit - Individual/Dual Sports

Overview with time range in days: 15-day units

Individual/Dual Sport Goals:

Understanding of:

- spatial awareness
- movement principles necessary
- physical benefits
- offensive and defensive strategies involved in individual/dual sports

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- proper rules and etiquette
- demonstration of sportsmanship

3. Unit - Team Sports

Overview with time range in days: 15-day units

Team Sports Goals:

Understanding of:

- spatial awareness
- movement principles necessary
- physical benefits of play
- offensive and defensive strategies involved in team sports
- the proper rules and etiquette
- demonstration of sportsmanship

Big Ideas:

- Participation in physical activity impacts wellness throughout a lifetime.
- Quality lifelong movement is based on scientific concepts/principles.
- Lifetime fitness activities enable a person to maintain a level of physical fitness which will allow that person's body to function efficiently and effectively.

Materials and Supplemental Resources

- www.usapa.org - United States Pickleball Association
- www.pecentral.org – PE Central
- www.shapeamerica.org – SHAPE America
- <https://www.cdc.gov/healthyschools/physicalactivity/physical-education.htm>
CDC Healthy Schools
- <https://usavolleyball.org/> USA Volleyball
- <https://www.usab.com/> USA Basketball
- Usta.com USA Tennis Association
- <https://www.nfl.com/causes/play60/> NFL Play 60
- Ussoccer.com USA Soccer
- <https://www.teamusa.org/usa-team-handball> USA Team Handball
- Equipment necessary for safe participation
- Videos
- Teacher-made handouts

Curriculum Plan

Unit: Individual/Dual Sports

Time Frame: 15 day units

Standards Addressed:

- 10.1.12.B
- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5

Anchor(s):

- A-V.4.1.1
- A-V.4.1.2
- B-K.1.1.2
- B-C.2.1.1
- E.1.1.1
- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- Determining an appropriate physical activity plan will support life-long personal health and fitness goals.
- Regular physical activity impacts an individual physiologically, socially, and psychologically throughout a lifetime.
- Adult group interactions that occur in physical activities provide an opportunity to develop the skills necessary to be productive and contributing members of society.
- Movement skills, movement concepts and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.

Objectives:

- Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport. (DOK 2)

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- Recognize that execution of skills should proceed in a natural sequence from simple to complex. (DOK 1)
- Identify and apply critical physical elements that enable the development of skill proficiency. (DOK4)
- Understand and independently apply mechanical information to their own performance. (DOK4)
- Use internal and external feedback to modify movement during performance. (DOK1)
- Assess how to maintain and improve physical fitness motor skills and knowledge about the selected lifetime fitness activity. (DOK3)
- Assess the ways in which personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK3)
- Identify exercises or activities that will enhance fitness and improve activity performance. (DOK1)
- Demonstrate strategies for including persons of diverse backgrounds and abilities in physical activity. (DOK2)
- Recognize the possible influence of participation in lifetime fitness activities on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Recognize that lifetime fitness activities can provide opportunities for positive social interaction. (DOK1)
- Incorporate a variety of technological forms throughout the physical education program. (DOK1)
- Understand that the enjoyment of lifetime fitness activities is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK1)
- Understand why rules are important for competition in lifetime fitness activities. (DOK1)
- Apply rules pertaining to successful individual performance. (DOK4)
- Apply game rules for successful execution of a simulated game, scrimmage, or tournament. (DOK4)
- Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (DOK 3)
- Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities. (DOK 4)
- Analyze the inter-relationship among emotional, social, physical, and mental health, skill improvement and physical activity preferences and participation, over a lifetime. (DOK 4)
- Analyze movement performance and the application of game strategies for life-long participation in physical activities. (DOK 4)
- Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement. (DOK 3)
- Apply offensive and defensive strategies across sports. (DOK 4)

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Core Activities and Corresponding Instructional Methods:

- Perform daily safety check of equipment and make necessary repairs
- Warm-up/ cool down
- Partner practice drills
- Individual practice drills
- Offensive / Defensive Strategies
- Lead-up games
- Modified game play
- Regulation game play
- Peer/instructor assessments
- Peer instruction
- Guest speaker and demonstration
- Tournament (type dependent on activity, skill level, and size of class)
- Incorporate a variety of technological activities (heart rate monitors, computer-based programs, and pedometers)
- Computer assisted instruction
- Multi-media-CD Rom implementation
- Technology specialized software
- Instructional videos

Assessments

Diagnostic:

- Written pre-test inclusive of rules, regulations, terminology
- Teacher observation of skills
- Checklist of skills performed during observation of adult participation
- Fitness testing

Formative:

- Self-assessment of skills w/ checklist
- Peer assessment of skills w/ checklist
- Practice skills test
- Modified game situations
- Lead up games
- Checklist of skills performed during observation of adult participation
- Written assignment on the potential future of individual sports within their community
- Activity log

Summative:

- Teacher observation/assessment w/checklist
- Written post-test on rules, regulations, terminology
- Skills tests with scoring guide
- Activity log
- Demonstrating the proper use of technology throughout the unit

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Subject/Unit: Team Sports

Time Frame: 15 day units

Standards Addressed:

- 10.1.12.B
- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5

Anchor(s):

- A-V.4.1.1
- A-V.4.1.2
- B-K.1.1.2
- B-C.2.1.1
- E.1.1.1
- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- Physical activity intensity levels elicit physiological responses which are impacted by changes in adult health status.
- There is an interrelationship among practice, motor skill development, and physical activity.
- Appropriate selection of motor skill development concepts improves the quality of movement.
- Movement skills, movement concepts, and skill-related fitness enrich movement performance throughout life.
- Game strategies are used to recognize tactical problems and to select the appropriate responses in a variety of physical activities.
- Practice strategies affect motor skill development and enhance skill performance.
- Proper application of scientific and biomechanical principles enhances quality of movement.
- Team sports enhance social interactions.

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Objectives:

- Demonstrate a variety of proficient basic skills necessary to execute participation in the selected sport. (DOK 2)
- Recognize that execution of skills should proceed in a natural sequence from simple to complex. (DOK 1)
- Identify and apply critical physical elements that enable the development of skill proficiency. (DOK4)
- Understand and independently apply mechanical information to their own performance. (DOK4)
- Use internal and external feedback to modify movement during performance. (DOK1)
- Assess how to maintain and improve physical fitness motor skills, and knowledge, about the selected team activity. (DOK3)
- Assess the ways in which personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK3)
- Identify exercises or activities that will enhance fitness and improve activity performance. (DOK1)
- Demonstrate strategies for including persons of diverse backgrounds and abilities in physical activity. (DOK2)
- Recognize the possible influence of participation in team sports on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Recognize that team sports can provide opportunities for positive social interaction. (DOK1)
- Incorporate a variety of technological forms throughout the physical education program. (DOK1)
- Understand that the enjoyment of team sports is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK1)
- Understand why rules are important for competition in team sports. (DOK1)
- Apply rules pertaining to successful individual and team performance. (DOK4)
- Apply game rules for successful execution of a simulated game, scrimmage, or tournament. (DOK4)
- Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime. (DOK 4)
- Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities. (DOK 4)
- Analyze the inter-relationship among emotional, social, physical, and mental health, skill improvement, and physical activity preferences and participation, over a lifetime. (DOK 4)
- Analyze movement performance and the application of game strategies for life-long participation in physical activities. (DOK 4)
- Incorporate and evaluate motor skill development concepts, practice strategies, and biomechanical principles to enhance quality of movement. (DOK 3)

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- Apply offensive and defensive strategies across sports. (DOK 4)

Core Activities and Corresponding Instructional Methods:

- Perform daily safety check of equipment and make necessary repairs
- Warm-up/ cool down
- Partner practice drills
- Individual practice drills
- Offensive / Defensive Strategies
- Lead-up games
- Modified game play
- Regulation game play
- Peer/instructor assessments
- Peer instruction
- Guest speaker and demonstration
- Tournament (type dependent on activity, skill level, and size of class)
- Incorporating technology-based apparatus such as heart rate monitors, pedometers, and computer- based programs

Assessments

Diagnostic:

- Written pre-test inclusive of rules, regulations, terminology
- Teacher observation of skills
- Checklist of skills performed during observation of adult participation
- Fitness testing

Formative:

- Self-assessment of skills w/ checklist
- Peer assessment of skills w/ checklist
- Practice skills test
- Modified game situations
- Lead up games
- Checklist of skills performed during observation of adult participation
- Written assignment on the potential future of team sports within their community
- Activity log
- Technological assessment

Summative:

- Teacher observation/assessment w/checklist
- Written post-test on rules, regulations, terminology
- Skills tests with scoring guide
- Activity log
- Fitness testing to show team sports can increase fitness levels
- Demonstrating the utilization of heart rate monitors, pedometers and computer-based programming throughout a variety of team activities

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Unit: Lifetime Fitness Activities

Time Range: 15 Day unit

PA Academic Standards Addressed:

- 10.1.12.B
- 10.2.12.B,D,E
- 10.3.12.D
- 10.4.12.A-F
- 10.5.12.A-F

SHAPE National PE Standards: 1,2,3,4,5

Anchor(s):

- A-V.4.1.1
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- S8.A.1.1.3
- S8.A.1.2.3
- S8.A.1.3.2
- S8.A.1.3.3
- S8.C.3.1.1
- S8.C.3.1.2
- S8.C.3.1.3

Eligible Content:

- Flexibility is the range of motion available in a joint.
- Muscular endurance is the ability of muscles to repeatedly contract.
- Strength is the ability to exert an external force or to lift a heavy weight.
- Cardiovascular fitness is the ability of the heart to supply fuel to the muscles and the ability of the muscle to utilize fuel to allow sustained exercise.
- Exercise is physical activity done for the purpose of getting physically fit.
- Physical fitness is the body's ability to function effectively.
- Physical activity is bodily movement produced by skeletal muscles.
- Lifestyle change, more than any other factor, is considered to be the best way of preventing chronic illness and disease.
- The benefits of physical fitness are numerous and include longevity, reduction of stress, reduction of disease, improved sleep, improved recovery from illness and injury, and increased resting metabolic rate.

Objectives:

- Identify the importance of engaging in Lifetime Fitness Activities. (DOK 1)
- Analyze the contributions of various exercise programs to stress reduction. (DOK4)

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- Identify that execution of skills should proceed in a natural sequence from simple to complex. (DOK1)
- Design and apply critical physical elements that enable the development of skill proficiency. (DOK4)
- Design and independently apply mechanical information to their own performance. (DOK4)
- Differentiate between internal and external feedback to modify movement during performances. (DOK2)
- Explain the importance of maintaining and improving physical fitness motor skills and knowledge about the selected lifetime fitness activity. (DOK 1)
- Investigate the ways in which personal characteristics, performance styles, and activity preferences will change over the lifespan. (DOK3)
- Identify strategies for including persons of diverse backgrounds and abilities in physical activities. (DOK1)
- Identify the possible influence of participation in lifetime fitness activities on fostering appreciation of cultural, ethnic, gender, and physical activity. (DOK1)
- Explain why lifetime fitness activities can provide opportunities for positive social interactions. (DOK1)
- Analyze how the enjoyment of lifetime fitness activities is likely to encourage future involvement which could reduce stress and produce higher levels of health-related fitness. (DOK 4)
- Assess why rules are important for competition in lifetime fitness activities. (DOK3)
- Define the principle of specificity and assess why specific exercises must be performed for specific components of fitness. (DOK1,3)
- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation. (DOK 3)
- Analyze the effects of regular participation in self-selected program of moderate to vigorous physical activity. (DOK 4)
- Evaluate how changes in adult health status may affect the responses of the body system. (DOK 3)
- Analyze the interrelationship among regular participation in physical activity, motor skills, and the selection and engagement in lifetime physical activities. (DOK 4)
- Incorporate and synthesize knowledge of exercise principles, training principles and skill-related fitness components. (DOK 4)
- Evaluate movement forms for appropriate application of scientific and biomechanical principles. (DOK 3)

Core Activities and Corresponding Instructional Methods:

- Create a personal fitness program based on personal data, exercise and training principles, and fitness components
- Weight room safety checklist
- Fitness testing

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- Develop fitness related SMART goals
- Lead up activities that incorporate skills
- Recording of base line data and track to monitor progress
- Utilizing heart rate monitors and pedometers during a variety of activities
- Calculate target heart zone
- Chart and record pulse rate after rest, exercise, and recovery
- Circuit training
- Exercises/activities to improve cardiovascular fitness
- Exercises/activities to improve overall fitness
- Personalized fitness plan
- Computer-based exercises to promote fitness

Assessments:

Diagnostic:

- Written pre-test inclusive of rules, regulations, terminology
- Teacher observation of skills
- Checklist of skills performed during observation of adult participation
- Fitness testing

Formative:

- Collect records of heart rate for the endurance activities
- Charting heart rates through computer-based activities
- Teacher observation
- Activity log
- Fitness testing
- Questions and answers
- Self-assessment of skills w/ checklist
- Peer-assessment of skills w/ checklist

Summative:

- Written test
- Activity log
- Fitness Testing (Fitness Gram)
- Personal Fitness and Wellness Project

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Appendix

PA ACADEMIC STANDARDS AT WWW.PDESAS.ORG