

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

Physical Education

Grade: 9,10,11,12

Date of Board Approval: 2016

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Map

1. Unit – Lifetime Fitness Activities

Overview with time range in days: 15 day units

Lifetime Fitness Activities Goals:

Understanding of:

- What is Lifetime fitness?
- What is 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:

- What is spatial awareness?
- What are movement principles necessary during play?
- What are the physical benefits of play?
- What are the proper rules and etiquette during play?
- How do you demonstrate sportsmanship during play?

3. Unit - Team Sports

Overview with time range in days: 15 day units

Team Sports Goals:

Understanding of:

- What is spatial awareness?
- What are movement principles necessary during play?
- What are the physical benefits of play?
- What are the proper rules and etiquette during play?
- How do you demonstrate sportsmanship during play?

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PLANNED INSTRUCTION

Title of Planned Instruction: High School Physical Education

Subject Area: Physical Education

Grade Level: 9,10,11,12

Course Description: 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.

Time/Credit for the Course: Grade 9: 45 minutes a day for 90 days
Grade 10: 45 minutes a day for 45 days
Grade 11: 45 minutes a day for 75 days
Grade 12: 45 minutes a day for 75 days

Curriculum Writing Committee: Sean Giblin and Mark Ossont

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UNIT: Individual and Dual Sports

Big Idea # 1: Participation in physical activity impacts wellness throughout a lifetime.

Essential Questions:

- Why do people choose the physical activities they participate in over a lifetime?
- How can participation in physical activity enhance MY life?
- How can you enhance the quality of movement for lifelong participation in physical activity?
- What knowledge is necessary to create a personal fitness program?
- How do scientific principles, biomechanical principles and practice strategies influence movement forms?
- What knowledge is needed to select an appropriate response in a variety of physical activities?

Concepts:

- 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.

Competencies:

- 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.
- Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities.
- Create a personal fitness program based on personal data, exercise and training principles and fitness components.
- Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.
- Analyze movement performance and the application of game strategies for life-long participation in physical activities.
- Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.

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UNIT: Team Sports

Big Idea # 1: Quality lifelong movement is based on scientific concepts/principles.

Essential Questions:

- Why do people choose the physical activities they participate in over a lifetime?
- How can participation in physical activity enhance MY life?
- How can you enhance the quality of movement for lifelong participation in physical activity?
- What knowledge is necessary to create a personal fitness program?
- How do scientific principles, biomechanical principles and practice strategies influence movement forms?
- What knowledge is needed to select an appropriate response in a variety of physical activities?

Concepts:

- 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.

Competencies:

- 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.
- Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities.
- Create a personal fitness program based on personal data, exercise and training principles and fitness components.
- Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.
- Analyze movement performance and the application of game strategies for life-long participation in physical activities.
- Incorporate and evaluate motor skill development concepts, practice strategies and biomechanical principles to enhance quality of movement.

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UNIT: Lifetime Fitness Activities

Big Idea # 1: Lifetime Fitness Activities enables a person to maintain a level of physical fitness which will allow that person body to function efficiently and effectively.

Essential Questions:

- What are the components of health related fitness?
- What skills are needed for health related fitness?
- What positive effects do Lifetime Fitness activities have on a person?

Concepts:

- 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.
- Lifestyle change, more than any other factor, is considered to be the best way of preventing chronic illness and disease.
- Illness, reduce stress, and early death in our society.

Competencies:

- Students will engage in physical activities of fitness that promotes life-long participation.
- Students will record their activities in class and analyze the results.
- Students will follow all safety rules while in class.

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Subject/Unit: Individual/Dual Sports

Time Frame: 48 minutes a day

Standard: PA Academic Standards for Health, Physical, and Safety Education

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

Anchor(s):

M11E1.1; R11A2.1; R11A2.4

Overview:

Individual/dual sports include: badminton, table tennis, tennis, pickleball, track and field, fencing, lawn games, and racquetball. Students learn how an increased level in health-related fitness relates to an increased level of participation in the activity. Focus of the lessons includes the sports related components of fitness: power, agility, reaction time, speed, and balance. Classes include skills development, written tests, skills tests, sportsmanship, and tournament play. Students are encouraged to participate in the various activities on their own.

Focus Questions:

- What are the rules of play?
- What skills are necessary for successful participation?
- How are communication and cooperation incorporated during play?

Goals:

- Demonstrate knowledge of rules of play.
- Demonstrate proper form when performing skills.
- Identify the field dimensions.
- Demonstrate teamwork and sportsmanship.
- Improve fitness.

Objectives:

- Demonstrates 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 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)

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- Asses 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 or scrimmage (DOK4)

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
- 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

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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
- Fitness testing

Summative:

- Teacher observation/assessment w/checklist
- Written post-test on rules, regulations, terminology
- Skills tests with scoring guide
- Activity log
- Fitness testing to show individual/dual sports can increase fitness levels
- Demonstrating the proper use of technology throughout the unit

Extensions:

- Peer instruction
- Advanced skills and drills
- Video students for visual assessment
- Create/set up a tournament
- Read and prepare a written review of book / article

Correctives:

- Equipment modifications
- Peer instruction

Materials and Resources

- The Physical Education Handbook: 9th Edition. (1997) Schmottlach, N., and J. Mcmanama, Allyn and Bacon
- www.usra.org - United States Racquetball Association
- www.usatt.org - United States Table Tennis
- www.usapa.org - United States Pickleball Association
- Equipment necessary for safe participation

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- Videos
- Teacher-made handouts
- Quality Lesson Plans for Secondary Physical Education Second Edition (2003) Zakrajsek, Carnes, Pettigrew.
- Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation (2009) Pangrazi

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Subject/Unit: Team Sports

Time Frame: 48 minutes a day

Standard: PA Academic Standards for Health, Physical, and Safety Education

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

Anchor(s):

M11E1.1; R11A2.1;R11A2.4

Focus Questions:

- What are the rules of play?
- What skills are necessary for successful participation?
- How are communication and cooperation incorporated during play?

Goals:

- Demonstrate knowledge of rules of play.
- Demonstrate proper form when performing skills.
- Identify the field dimensions.
- Demonstrate teamwork and sportsmanship.
- Improve fitness.

Overview:

The team sports offered will be: basketball, ultimate Frisbee, team handball, whiffleball, floor hockey, softball, flag football, volleyball, walleyball, wall to wall football, and soccer. These activities emphasize skills, strategy and rules of the game as well as the sports related components of fitness. Students will not only participate, but also learn to officiate these activities. Social skills such as teamwork, cooperation and sportsmanship are also emphasized.

Objectives:

- Demonstrates 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 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)
- Asses how to maintain and improve physical fitness motor skills, and knowledge about the selected lifetime fitness activity (DOK3)

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- 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 or scrimmage (DOK4)

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
- 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

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- 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
- Fitness testing
- 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

Extensions:

- Peer instruction
- Advanced skills and drills
- Video students for visual assessment
- Create/set up a tournament
- Read and prepare a written review of book

Correctives:

- Equipment modifications
- Peer instruction
- Instructional videos

Materials and Resources

- Equipment necessary for safe participation
- Videos
- Teacher-made handouts
- Quality Lesson Plans for Secondary Physical Education Second Edition (2003) Zakrajsek, Carnes, Pettigrew.
- Dynamic Physical Education Curriculum Guide: Lesson Plans for Implementation (2009) Pangrazi
- Softball: Steps to Success, Third Edition, Potter, D., Johnson, L. (2007)
- Inclusion Through Sports: A Guide to Enhancing Sport Experiences, Davis, Ronald W. (2002)

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Unit: Lifetime Fitness Activities

Time Range: 48 minutes a day

Standard(s):

Pennsylvania Academic Standards for Health, Physical Education, and Safety Education

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

Anchor(s):

M11E1.1; R11A2.1; R11A2.4

Overview:

This unit will focus on health-related fitness and wellness. Characteristics such as flexibility, muscular strength, muscular endurance, body composition, and cardiovascular endurance are the main focus of the lessons.

Focus Question(s):

- What are my goals for each fitness activity?
- How do I reach these goals?
- How do I track my progress?

Goals:

- Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
- Analyze the effects of regular participation in self-selected program of moderate to vigorous physical activity.
- Evaluate how changes in adult health status, may affect the responses of the body system.
- Analyze the interrelationship among regular participation in physical activity, motor skill and the selection and engagement in lifetime physical activities.
- Incorporate and synthesize knowledge of exercise principles, training principles and skill-related fitness components.
- Evaluate movement forms for appropriate application of scientific and biomechanical principles.

Objectives:

- Explain why it is important to engage in Lifetime Fitness Activities. (DOK 1)
- Describe the contributions of various exercise programs to stress diversion. (DOK4)
- 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)

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- Differentiate between internal and external feedback to modify movement during performances(DOK2)
- Explain why it important to maintain and improve 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)
- Describe 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 1,4)
- Assess why rules are important for competition in lifetime fitness activities(DOK3)
- Define the principle specificity and why specific exercises must be performed for specific components of fitness (DOK1,3)

Core Activities and Corresponding Instructional Methods:

- Weight room safety checklist
- Fitness testing
- Establish goals for weight or fitness performance
- Lead up activities that incorporate skills
- Recording of pulse
- 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

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- 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 graduation Project

Extensions:

- Lead exercises
- Reciprocal teaching
- Written plan for personal program
- Alternate exercises

Correctives:

- Modified equipment
- Corrective exercises for functional deficiency
- Alternative exercises

Materials and Resources:

Hoeger, Wener; Hoeger, Sharon. (2013) Fitness and Wellness. Belmont, Ca: Wadsworth Cengage Learning.

Ayerm, Susan; Sariscsany, Mary Jo.(2011) The Physical Best Teacher's Guide: Physical Education for Lifelong Fitness. Champaign, IL:

Hoeger, Wener; Hoeger, Sharon (2012) Principles and Labs for Physical Fitness. Belmont, CA: Wadsworth Cengage Learning.

Maximize Your Training: Insights form Leading Strength and Fitness Professionals, Brzycki, M. (2000).

Fitness and Wellness: Sixth Edition, Hoeger, S., Hoeger, W. (2005)

Billy's Boot Camp: AB Boot Camp. Dir. Billy Blanks. BG Star Productions. 2004. (DVD)

Billy's Boot Camp: Basic training. Dir. Billy Blanks. BG Star Productions. 2004. (DVD)

Billy's Boot Camp: Ultimate Boot Camp, Dir. Billy Blanks. BG Star Productions. 2004. (DVD)

Billy's Boot Camp: Cardio Boot Camp, Dir. Billy Blanks. BG Star Productions. 2004. (DVD)

Jillian Michael's 30 Day Shred, Dir. Andrea Ambandos. Dragonfly Productions. 2007. (DVD)

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Jillian Michael's Banish Fat: Boost Metabolism, Dir. Andrea Ambandos. Dragonfly Productions. 2008. (DVD)

Jillian Michael's No More trouble Zones, Dir. Andrea Ambandos. Dragonfly Productions. 2008. (DVD)

10 Days to a Better Body, Dir. Andrea Ambandos. Dragonfly Productions. 2008. (DVD)

P90x, Dir. D.M. Bandewald. Beachbody Productions. 2007. (DVD)

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Appendix

PA ACADEMIC STANDARDS AT WWW.PDESAS.ORG

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name _____

Second Reader/Reviewer Signature _____ Date _____