

Comet Physical Education

Overview

Comet Physical Education is the introductory class to the physical education program. It is the prerequisite for Court Sports, Comet Power, Cardio and Personal Fitness. In this class students will be introduced to a number of sport related skills, flexibility, strengthening exercises, cardio vascular endurance and muscular endurance. Students will learn that through sport and daily exercise they are able to enhance their skill and fitness levels.

Rationale

“Sitting is the new smoking” - *Dr. James Levine, director of the Mayo Clinic and Arizona State University Obesity Solutions*. Researchers have found and continue to find evidence that prolonged sitting increases the risk of developing several serious illnesses like various types of cancer, heart disease and type 2 diabetes. Other than Physical Education, most classes require students to sit for long periods of time.

It is important to understand the short and long term health benefits of physical activity and exercise. However we need to understand that it is available to everyone on a daily basis. Understanding the importance but also where to spot it and how to fit it into our schedules at a young age will promote a lifetime of physical activity.

Duration: 1 Trimester - 1 Credit

Prerequisites: None

Grade: 9-12

Topics of Study:

(There is some overlap of skills)

*Fundamental Motor Skills	12 weeks
*Agility	12 weeks
*Muscular strength	12 weeks
*Cardiovascular endurance	12 weeks
Flexibility	5 weeks
Overhand throw	3 weeks
Forehand strike	2 weeks
Catch	3 weeks
Basketball	1 week
Volleyball	1 week
Kick	2 weeks
*Health Literacy	12 weeks
Badminton Serve	1 week

**Completed everyday throughout the trimester.*

Physical Education Core Units

Course Title:_____ **Comet Physical Education**_____ **Unit Title:**___**Target Games**_____ **Length of Unit**___**3 weeks**_____

Grade Level: _**9-12**_____

Page **1**__ **of** _**6**__

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.TG.1 Demonstrate all elements of tactical problems, such as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs. 2, opposed target games.</p> <p>M.1.TG.2 Demonstrate elements of selected tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during 1 vs. 1, opposed target games.</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>K.2.TG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, such</p>	<p>General “I can” statements:</p> <p>I can display accuracy and control in getting an object closer to the target than my opponent.</p> <p>Sport Specific “I can” statements:</p> <p>Golf:</p> <p>I can identify the four learning cues for the golf swing.</p> <p>Bowling and bocce ball:</p> <p>I can identify the four learning cues for underhand roll.</p> <p>Archery:</p> <p>I can identify the six learning cues for archery shoot.</p>	<p>Golf:</p> <ul style="list-style-type: none"> - chipping - stance - grip - hands - contact <p>Bowling and Bocce:</p> <ul style="list-style-type: none"> - ready position - step - pendulum - follow through <p>Archery:</p> <ul style="list-style-type: none"> - stance - grip -nock - draw - anchor - aim and release 	<p>Golf</p> <p>Bowling</p> <p>Archery</p> <p>Bocce Ball</p> <p>Quiz over learning cues.</p>	<p>Youtube</p> <p>Handouts</p> <p>Rubrics</p>

<p>as accuracy in distance and direction (e.g., reducing number of shots/strokes, implement selection, set up routine/starting position) during 2 vs. 2, opposed target games (e.g., compare/contrast shuffleboard and bocce ball).</p> <p>K.2.TG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems of accuracy in trajectory (e.g., shot execution/placement modifying flight pattern, spin) during modified, 1 vs. 1, opposed target games (e.g., compare/contrast archery and darts).</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.</p> <p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> <p>.</p>				
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Physical Education Core Units

Course Title:_____ **Comet Physical Education**_____ **Unit Title:**___**Health**
Related Fitness: **Aerobics**_____ **Length of Unit**___**12 weeks**_____

Grade Level: **_9-12**_____

Page **1**__ **of** __ **2**__

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
A.3.PA.1 Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while	I can assess general health-related cardiorespiratory endurance	Target Heart Rate Resting Heart Rate Maximum Heart Rate	FitnessGram Pacer Test Formative	Running Form Rubric

<p>maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.</p> <p>A.4.HR.2 Meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness.</p> <p>A.4.AN.1 Analyze and evaluate the effects of physical activity and nutrition on the body. A.4.AN.4 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.</p> <p>K.2.HR.2 Evaluate cardiorespiratory fitness level using the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).</p> <p>K.2.AN.2 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/ effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones).</p> <p>K.2.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.</p> <p>K.2.ID.1 Choose to participate with community members of varying skill and fitness levels in dynamic settings.</p> <p>B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.</p> <p>B.6.ID.1 Participate and demonstrate respect for community members of varying skill and fitness levels in dynamic settings.</p>	<p>I can increase general knowledge about health-related fitness, and develop the basic aerobic capacity that will allow safe participation in community recreation settings.</p>	<p>Vo2 Max</p> <p>Energy Systems</p> <p>ATP System</p> <p>Lactic Acid System</p> <p>Aerobic System</p>	<p>assessments:</p> <ol style="list-style-type: none"> 1. Fun Runs 2. Relay Runs 3. Timed Runs 4. Free Runs 	
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Physical Education Core Units

Course Title: _____ **Comet Physical Education** _____ **Unit Title:** Health
Related Fitness: strength _____ **Length of Unit** 12 weeks _____
Grade Level: 9-12 _____ **Page 1** **of** 2

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
A.4.HR.3 Meet the criterion-referenced muscular strength and endurance health-related fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pull-up, Flexed Arm Hang). A.4.HR.6 Develop and implement a plan for improving or maintaining health-related fitness. A.4.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition. A.4.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity). K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical	I can identify muscle groups associated with each of the four core lifts. Understand the following <i>basic</i> training principles; progressive overload, training specificity, SAID (Specific Adaptation to Imposed Demands) Range of motion,	Anatomy Identification: Quadriceps Hamstrings Pectorals Rhomboids Rectus Abdominis Internal/External Abdominal oblique Biceps Triceps Deltoid	Fitnessgram pushup test US Marine Physical Fitness Test (PFT) 10 RM assessment <ul style="list-style-type: none"> ● bench press ● squat ● deadlift ● hang 	Google Classroom Principles of strength training 4 basic strengthening procedures.

<p>activities in dynamic settings.</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.</p> <p>K.2.HR.3 Evaluate muscular strength and endurance fitness levels using the criterion-referenced muscular strength and endurance healthrelated fitness standards for age and gender (e.g., Curl-up, Push-up, Pull-up, Modified Pullup, Flexed Arm Hang).</p> <p>K.2.HR.7 Self-assess and evaluate health-related fitness for muscular strength and endurance, flexibility, and body composition.</p> <p>K.2.HR.8 Apply the principles of training (frequency, intensity, type, time, overload, specificity).</p> <p>K.2.AN.2 Analyze and evaluate the physiological indicators associated with moderate to vigorous physical activity to monitor and/or adjust participation/ effort (e.g., palpating pulse, using pedometers, and/or heart rate monitors to train in target heart rate zones). K.2.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings. K.2.ID.1 Choose to participate with community members of varying skill and fitness levels in dynamic settings. B.5.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings. B.6.RP.2 Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings. B.6.ID.1 Participate and demonstrate respect for community members of varying skill and fitness levels in dynamic settings.</p>	sports conditioning	<p>Infraspinatus</p> <p>Supraspinatus</p> <p>Exercise Directory (core lifts & auxiliary lifts)</p> <p>Squat</p> <p>goblet squat</p> <p>split squat</p> <p>front squat</p> <p>sumo squat</p> <p>bulgarian squat</p> <p>Deadlift</p> <p>romanian deadlift</p> <p>single leg deadlift</p> <p>straight bar deadlift</p> <p>hex bar deadlift</p> <p>Bench press</p> <p>30 degree incline bench</p> <p>decline bench</p> <p>single arm bench</p> <p>wide grip bench</p> <p>close grip bench</p> <p>Hang clean</p> <p>Power clean</p>	<p>clean</p> <p>Strength Progression Log</p>	

Physical Education Core Units

Course Title: _____ **Comet Physical Education** _____ **Unit**

Title: Invasion Games _____ **Length of Unit** 3 weeks _____

Grade Level: 9-12 _____

Page 1 **of** 4 _____

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.SG.1 Demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p>	<p>I can identify the four learning cues associated with the following basic skills needed in order to play the invasion games:</p> <ol style="list-style-type: none"> 1. overhand throw 2. catch 3. soccer kick 4. set shot <p>I can apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation.</p>	<p>Skill related vocabulary:</p> <ol style="list-style-type: none"> 1. Grip 2. Ready position 3. Execution 4. Follow Throw 	<p>Basic rules and strategy assessments:</p> <p>Football Basketball Team Handball Soccer Floor Hockey Ultimate Frisbee</p>	<p>Throw and catch Rubrics</p> <p>YouTube</p> <p>Google Classroom</p>

<p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/contrast softball and cricket).</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity that meets national guidelines.</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p> <p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> <p>A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.</p> <p>B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p>				
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<p>B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.</p> <p>B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.</p> <p>B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>				
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Physical Education Core Units

Course Title: _____ **Comet Physical Education** _____ **Unit**
Title: Net/Wall Games Fitness _____ **Length of Unit** 4 weeks _____

Grade Level: 9-12 _____

Page 1 **of** 5 _____

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.MS.5 Demonstrate elements of the mature form of the manipulative skills of chest pass, bounce pass, hand dribble, volley, overhead pass, and punt in dynamic settings.</p> <p>M.1.NG.1 Demonstrate all elements of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p> <p>M.1.NG.2 Demonstrate all elements of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified net/wall games (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing non</p>	<p>General “I can” statements: I can; move, control and hit a game object within a specified space. I can attempt to get the object into the opponent’s area more often than my opponent can get the object in my area.</p> <p>Sport Specific “I can Statement” Floor Tennis, Badminton and Pickleball: I can execute the forehand and backhand strike with correct form. I can verbally identify the four learning cues associated with the forehand and backhand strike. Volleyball: I can execute a volleyball pass with correct form. I can verbally identify the 4 learning cues</p>	<p>Floor Tennis, Badminton and Pickleball - Forehand stroke - Backhand stroke</p> <p>Volleyball - pass - set - hit - serve</p> <p>Floor Tennis, Badminton, Volleyball - sideline - endline - net - service line</p> <p>Pickleball - no strike zone</p>	<p>Floor Tennis Badminton Pickleball Volleyball</p> <p>Forehand and backhand stroke practical assessment.</p> <p>volleyball pass and set written assessment on learning cues.</p>	<p>YouTube Google Classroom Instructional Handouts:</p> <ul style="list-style-type: none"> - Volleyball - Badminton - Pickleball - Floor Tennis

<p>locomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings. K.2.NG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including off-the-object problems of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/contrast volleyball and floor tennis). K.2.NG.2 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance of tactical problems, including on-the-object movements of scoring (e.g., maintaining a rally, setting up to attack, winning the point, attacking as a pair/team) and preventing scoring (e.g., defending space, defending against attack, defending as a pair/ team) during modified (e.g., 1 vs. 1, 2 vs. 2, or 6 vs. 6) net/wall games (e.g., compare/ contrast racquetball and badminton). K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines. K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings. K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills. A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/ wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities. B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings. B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social</p>	<p>associated with the volleyball pass. I can execute a volleyball set. I can verbally identify the four learning cues associated with the volleyball set. Badminton: I can execute the badminton underhand serve with correct form and verbally identify the four learning cues associated with the badminton serve.</p>			
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<p>character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings. B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings. B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings. B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>				
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Physical Education Core Units

Course Title: _____ **Comet Physical Education** _____ **Unit**
Title: Rhythmic Activities **Length of Unit** 12-14 weeks

Grade Level: 9-12 **Page** 1 **of** 4

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.	I can identify the basic vocabulary associated with Jump Rope.	Hop Jump Twirl	Jump Rope	Jump Rope For Heart YouTube

<p>M.1.SG.1 Demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/ contrast softball and cricket).</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity that meets national guidelines.</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p> <p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p>	<p>I can execute the 4 main jump rope routines.</p> <ul style="list-style-type: none"> - hop - jump - regular - crossover 	<p>Rope Swing Runner Regular Front Straddle Straddle Crossover Double Dutch</p>	<p>Google Classroom</p>
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<p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings. K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> <p>A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.</p> <p>B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.</p> <p>B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.</p> <p>B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>				
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Physical Education Core Units

Course Title:_____ **Comet Physical Education**_____ **Unit**
Title:___striking/fielding games_____ **Length of Unit**___2 weeks_____

Grade Level: _9-12_____

Page 1__of _4_

Standards & Benchmarks	Essential Questions, Learning Targets & “I can” Statements	Key Vocabulary	Suggested Assessment	Possible Resources
<p>M.1.MS.4 Apply all elements of the mature form of the manipulative skills of catch, kick, foot dribble, and strike with hand and implements in dynamic settings.</p> <p>M.1.SG.1 Demonstrate all elements of infield and outfield tactical problems, including scoring and staying in (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified striking/fielding games (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11).</p> <p>K.2.FB.1 Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>K.2.MS.1 Apply knowledge of the critical elements of movement concepts while performing nonlocomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.2 Apply knowledge of the critical elements of movement concepts while</p>	<p>I can identify the four learning cues associated with strike.</p> <p>I can Identify the four learning cues associated with catch.</p> <p>I can identify the four learning cues associated with kick.</p>	<p>Softball and Baseball Strike</p> <ul style="list-style-type: none"> - Footwork - Body Position - Grip - Follow through <p>Softball Baseball Catch</p> <ul style="list-style-type: none"> - Body/Eyes - Extend/Give - Pinkies or Thumbs - Follow Through <p>Kick</p> <ul style="list-style-type: none"> - ready position - angle - kick/non-kick foot - shoelaces - Follow through 	<p>Kickball</p> <p>4 Base</p> <p>Long Ball</p> <p>Softball</p> <p>Baseball Striking Rubric</p>	<p>Softball and Baseball Strike rubric</p> <p>Softball and Baseball Catch rubric</p> <p>Kick Rubric</p> <p>YouTube</p> <p>Google Classroom</p>

<p>performing locomotor skills during participation in target, net/wall, invasion, and striking/fielding modified games in dynamic settings.</p> <p>K.2.MS.3 Analyze/synthesize/evaluate knowledge of movement concepts while performing nonlocomotor, locomotor, and manipulative skills during participation in target, net/wall, invasion, and striking/fielding modified games and outdoor activities in dynamic settings.</p> <p>K.2.SG.1 Analyze game play, synthesize skills or tactical problems of the game, or evaluate player performance during infield and outfield tactical problems, including scoring and staying in the game (e.g., getting on base, moving the runner, advancing to next base, defending object, scoring runs), preventing scoring (e.g., defending space, defending bases, defending space as a team, getting batter out, restricting run scoring), and communicating/umpiring during modified (e.g., 9 vs. 9, 10 vs. 10, or 11 vs. 11) field/run games (e.g., compare/contrast softball and cricket).</p> <p>K.2.PA.1 Analyze and assess individual physical activity goals formulated for a physical activity that meets national guidelines.</p> <p>K.2.PS.1 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.</p> <p>K.2.PS.2 Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.</p> <p>K.2.RP.1 Explain why choosing to participate in activities is personally challenging in dynamic settings.</p> <p>K.2.SB.1 Recognize physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>K.2.ID.2 Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>K.2.ID.3 Explain why choosing to participate in activities allows for self-expression in dynamic settings.</p> <p>K.2.FE.1 Analyze indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p> <p>A.3.PE.1 Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.</p> <p>B.6.FB.1 Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.</p> <p>B.6.PS.1 Exhibit behaviors which exemplify each of the personal/social</p>				
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<p>character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. B.6.PS.2 Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings. B.6.RP.1 Choose to participate in activities that are personally challenging in dynamic settings.</p> <p>B.6.SB.1 Use physical activity as a positive opportunity for social interaction in dynamic settings.</p> <p>B.6.ID.2 Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.</p> <p>B.6.ID.3 Choose to participate in activities that allow for self-expression in dynamic settings.</p> <p>B.6.FE.1 Exhibit indicators of enjoyment for the aesthetic and creative aspects of skilled performances in dynamic settings.</p>				
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