

CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

PHYSICAL EDUCATION

GRADES 9-10

Date of Board Approval: December 21, 2017

CARLISLE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION COVER PAGE

TITLE OF COURSE:	Physical Education	SUBJECT:	Health and Physical Education	GRADE LEVEL:	9 -10
COURSE LENGTH:	Year	DURATION:	50 minutes	FREQUENCY:	2 periods per week
PREREQUISITES:	Not applicable	CREDIT:	.25	LEVEL:	Not applicable

Course Description/Objectives: The purpose of a quality physical education program is to mentor students to become physically active for a lifetime. Fitness is a core component of this curriculum and will be achieved through regular participation in strength training and aerobic conditioning. Pre- and post-assessment results will determine the extent to which students have achieved their individual fitness goals. Team sports further encourage physical movement, skill development, leadership and cooperation. Lifetime activities develop skills that can extend into adulthood. Adventure-based education builds communication skills, problem-solving and cooperation in a group setting. Participation in a regular physical activity promotes overall health and wellness.

Text: Not Applicable

Curriculum Writing Committee:

Lynne Kline

Sean Lehman

COURSE TIMELINE

Unit 1: Fitness	36 days
<ul style="list-style-type: none">• Pre- and Post -physical fitness testing• Goal setting• Circuit training• Strength training• Speed agility and quickness• Cardiovascular endurance• Flexibility	
Unit 2: Lifetime Activities	9 days
<ul style="list-style-type: none">• Frisbee games: frisbee golf, ultimate Frisbee• Pickle ball• Softball• Volleyball• Kickball: matball	
Unit 3: Adventure-Based Education	9 days
<ul style="list-style-type: none">• Field initiatives• Cooperative games	
Unit 4: Team Sports	18 days
<ul style="list-style-type: none">• Flag football• Soccer• Basketball• Floor hockey• Team handball• Lacrosse• Aerial ball	
TOTAL	72 days

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	36 days
UNIT #1:	Fitness	GRADE:	9-10

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.9.A** • Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.B** • Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.
- 10.5.9.A** • Describe and apply the components of skill-related fitness to movement performance.
- 10.5.9.D** • Identify and describe the principles of training using appropriate vocabulary.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S3.H7.L1** • Demonstrates appropriate technique on resistance training machines and with free weights.
- S3.H9.L1** • Identifies types of strength exercises (isometric, concentric, eccentric) and stretching exercises (static, proprioceptive neuromuscular facilitation (PNF), for personal fitness development (e.g., strength, endurance, range of motion).
- S3.H10.L1** • Calculates target heart rate and applies that information to personal fitness plan.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	36 days
UNIT #1:	Fitness	GRADE:	9-10

UNDERSTANDINGS

Consistent long-term participation in a dynamic fitness program will improve the quality of life and reduce health risks.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Identify skill related and health related components of fitness.
- Explain safe and proper use of fitness equipment.
- Recognize how each exercise enhances a specific muscle group or groups.
- Demonstrate proper technique when using various types of fitness equipment.
- Construct and follow a fitness plan to meet their personal needs.
- Explain how maximum heart rate, target heart rate zone and resting heart rate is incorporated into a cardiovascular fitness program.
- Identify how participation in fitness-type activities contributes to an ongoing healthy lifestyle.

DO

- Model proper etiquette and respect for others.
- Calculate maximum heart rate, target heart rate zone and resting heart rate.
- Track target heart rate during physical activity using a heart rate monitor.
- Utilize an individual fitness plan to meet fitness goals.
- Integrate the five health-related components of fitness; muscular endurance, flexibility, cardio-vascular endurance and body composition by participation in fitness activities.
- Integrate the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time by participation in fitness activities.
- Evaluate how fitness contributes to social, emotional and physical wellness.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Engage in pre- and post-physical fitness testing which include: flexibility, endurance, agility and muscular strength.
- Apply the FITT principle when developing a personal fitness plan: Frequency, Intensity, Time and Type.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #2:	Lifetime Activities	GRADE:	9-10

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.9.A** • Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.D** • Analyze factors that affect physical activity preferences of adolescents in skill competence.
- 10.4.9.E** • Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.
- 10.5.9.C** • Identify and apply practice strategies for skill development.
- 10.5.9.F** • Describe and apply game strategies to complex games and physical activities.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S4.H2.L1** • Exhibits proper etiquette, respect for others and team-work while engaging in physical activity.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #2:	Lifetime Activities	GRADE:	9-10

UNDERSTANDINGS

Participation in lifetime activities promotes an active and healthy lifestyle.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Recall skills required to participate in lifetime activities.
- Describe resources required to participate in various lifetime activities.
- Identify reasonable goals or fitness outcomes derived from participation in lifetime activities.
- Identify written and unwritten rules along with etiquette that governs the chosen activity.
- Identify how lifetime activities contribute to an active lifestyle.

DO

- Select appropriate lifetime activities based on personal choice.
- Participate in events or contests to measure proficiency in skills required of the game.
- Apply principles of good sportsmanship while performing various activities: following rules, respect for teammates, respect for officials and proper use of equipment.
- Demonstrate proper use of equipment in various activities.
- Improve the five health-related components of fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition by participation in lifetime activities.
- Improve the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Apply manipulation skills in drills, activities and games.
- Demonstrate understanding and respect for differences among students in physical activities.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #3:	Adventure-Based Education	GRADE:	9-10

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.9.A** • Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.F** • Analyze the effects of positive and negative interactions of adolescent group members in physical activities, group dynamics and social pressure.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S4.H3.L1** • Uses communication skills and strategies that promote team or group dynamics.
- S4.H4.L1** • Solves problems and thinks critically in physical activity both as an individual and in groups.
- S4.H5.L1** • Applies best practices for participating safely in physical activity and exercise.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	9 days
UNIT #3:	Adventure-Based Education	GRADE:	9-10

UNDERSTANDINGS

Adventure-based activities develop communication, problem solving skills, leadership, cooperation and acceptance within a group.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Explain how communication helps a group achieve their goal.
- Distinguish between verbal and nonverbal communication during problem-solving activities.
- Describe the characteristics of an effective leader: honesty, communication, confidence, positive attitude
- Recognize the value in participation of the “Full Value Contract”: be here (physically and mentally), set goals, play hard, play fair, play safe.
- Recognize the difference between introverted and extroverted personalities.

DO

- Demonstrate responsible, personal and social behavior while engaged in adventure-based activities.
- Model the components of the “Full Value Contract” in all adventure-based activities.
- Work with different personality types in discussions and adventure-based activities.
- Create non-verbal communication skills in order to achieve a group’s goal.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Demonstrate the ability to set and achieve personal and group goals.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	18 days
UNIT #4:	Team Sports	GRADE:	9-10

STANDARDS:

PA Academic Standards for Health, Safety and Physical Education

- 10.4.9.A** • Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
- 10.4.9.B** • Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.

Society of Health and Physical Educators (SHAPE) Grade Level Outcomes

- S4.H2.L1** • Exhibits proper etiquette, respect for others and team-work while engaging in physical activity.
- S4.H3.L1** • Uses communication skills and strategies that promote team or group dynamics.
- S5.H4.L1** • Identifies the opportunity for social support in a self-selected physical activity.

KNOW, UNDERSTAND, DO

COURSE:	Physical Education	TIME FRAME:	18 days
UNIT #4:	Team Sports	GRADE:	9-10

UNDERSTANDINGS

Participation in a team sport builds self-confidence, enhances communication skills, and develops cooperation and unity in order to accomplish a group goal.

COMMON ASSESSMENTS/CULMINATING ACTIVITY

KNOW

- Demonstrates knowledge and understanding of rules of team sports.
- Recognizes alternative offensive and defensive team strategies to use in competition.
- Explain the importance of communication and sportsmanship while participating in a team sport.
- Identify the importance of following the rules to ensure the safety of self and teammates while participating in a team sport.
- Explain the importance of physical activity as it correlates to the value of a healthy lifestyle.
- Explain the importance of team sports to promote social and emotional well-being.
- Identify why participating in team sports can support future involvement in local community leagues.

DO

- Perform offensive and defensive strategies while participating in group activity.
- Apply principles of good sportsmanship while performing various activities: following rules, respect for teammates, respect for officials and proper use of equipment.
- Improve the five health related components of fitness: muscular strength, muscular endurance, flexibility, cardiovascular endurance and body composition by participation in team sports.
- Improve the five skill-related components of fitness: speed, power, agility, endurance, coordination and reaction time.
- Assume leadership roles in a physical activity setting.
- Participate in warm-up activities to increase flexibility and muscular strength.
- Participate in cool-down activities to lower heart rate and body temperature.
- Apply manipulation skills in drills, activities and games.
- Demonstrate understanding and respect for differences among students in physical activities.

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)