



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION CURRICULUM ALIGNMENT TO STATE STANDARDS

HIGH SCHOOL TEAM SPORTS



Deer Valley Unified School District No. 97

Physical Education Mission Statement

The Deer Valley School District makes a commitment to align with National and State Standards for Physical Education by creating curriculum and activities designed to instill within students a desire to be active for life. The focus of the Physical Education Program is to offer activities in a safe environment which meets the physical, emotional, social, intellectual, and ethical potential for all students.



Deer Valley Unified School District No. 97

PHYSICAL EDUCATION

Belief Statement

A Quality Physical Education Program:

- *is an integral part of the total educational program.*
- *meets the needs of all students.*
- *is developmentally appropriate-both in age and individually.*
- *includes movement, fitness and concepts.*
- *teaches our students the how and why of fitness.*
- *provides the skills necessary for participation in lifelong activity.*
- *believes that a qualified, certified teacher plays a vital role in the success of the physical education program.*

**Standard 1:
Students demonstrate proficiency and the achievement of higher order cognitive skills
necessary to enhance motor skills.**

**Grade:
Team Sports
9-12**

1PA-P1. Demonstrate competency in at least three different types of movement forms.

PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms.

1PA-P2. Use specialized knowledge to develop movement competence/proficiency.

PO 1. Demonstrate improved skills by applying the critical elements to competent performance.

1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency.

PO 1. Identify the critical elements of a skill.

PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills.

1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency.

PO 1. Identify strengths and weaknesses of highly skilled performances.

PO 2. Identify skills needed to improve performance.

1PA-P5. Apply discipline-specific information to individual performance.

PO 1. Same as concept

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:

Team Sports

9th

Suggested Activities/Units

Strategies/Terminology

1. Basketball

1. Rules – apply and demonstrate the rules and game strategies
2. Dribbling – right and left hand, cross over, advance dribbling skills (behind the back, through the legs)
3. Shooting – form, follow-through, jump shot, lay-up (right and left handed), free-throw
4. Passing – bounce, chest, overhead with right and left hands
5. Offense – positions (guards, forwards, center and wings), rotations, rebounding, screening, box out
6. Defense – zone (2-3, 1-3-1) man to man, defensive slide, defense stance, box out

2. Volleyball

1. Rules – apply and demonstrate the rules and game strategies
2. Passing – stance, body position, forearm form, setting (target passing/triangle drill)
3. Serving – underhand form, overhand form, follow through (target serve, float serve, jump serve)
4. Hitting – three step approach, tips, follow through, timing (down the line and cross court hitting)
5. Defense and Offense – rotation, position, transition, (center up defense/5-1, 6-2, 6-1)

3. Soccer

1. Rules – apply and demonstrate the rules and game strategies
2. Dribbling – inside foot, outside foot (Right and left foot), speed dribbling
3. Ball Control – pullbacks, step-overs, trapping, cuts, turns and change of direction maneuvers, juggling, headers, passing – down line, square, triangles long and short passing
4. Shooting – inside, outside, top of the foot, angles and target shooting – outside shoots, high corner shoots
5. Goal Keeping – ball collection, catching form, diving, punting, positioning
6. Offense/Defense – positioning, offsides, penalty kicks, free kicks, corner kicks, goal kicks, kick off, throw ins

Standard 1:

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

Grade:
Team Sports
9th

Suggested Activities/Units

Strategies/Terminology

1. Flag Football

1. Rules – apply and demonstrate the rules and game strategies
2. Passing – Stance, follow through, finger tip grip (day light in palm)
3. Receiving – catch ball in hands (eye tip of ball), secure and tuck
4. Routes – post patterns, post flag, drags, stop and go, slant (tree patterns)
5. Defense – man to man, zone, back peddling, inside and outside shoulder, positioning, shuffle

2. Hockey

1. Rules – apply and demonstrate the rules and game strategies
2. Passing – stance, follow through, inside/outside of stick
3. Receiving – stance, control of puck, inside/outside of stick (softening of arms)
4. Shooting – inside and outside of stick shots, angles, off ground shots
5. Defense – positioning, man to man, zone

3. Mush-ball/Whiffle ball

1. Rules – apply and demonstrate the rules and game strategies
2. Offense – provides pitcher, bunting and hitting stance
3. Defense – Catching (air balls - above shoulders, ground balls – field ball in front of player)

Unit: Volleyball

<p>TSW demonstrate competency In serving, passing, and setting.</p> <p>TSW apply and demonstrate the Rules and game strategies In volleyball.</p>	<p>TSW improve on their overhand serve, passing, and setting skills (back-set, passing to a setter, and serving placement).</p>	<p>TSW demonstrate the proper biomechanical skills of volleyball, such as footwork, stance, proper setting form and skills.</p> <p>TSW identify critical elements of serving, passing, and setting.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their serving, passing, and setting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Basketball

<p>TSW demonstrate competency in Shooting, passing, and dribbling.</p> <p>TSW apply and demonstrate the Rules and game strategies In volleyball.</p>	<p>TSW improve on their free-throws, lay-ups, jump shots, dribbling skills, chest and bounce pass skills.</p>	<p>TSW demonstrate the proper biomechanical skills of basketball, such as footwork, stance, proper shooting form, and skills.</p> <p>TSW identify critical elements of passing, dribbling, and shooting.</p>	<p>TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).</p> <p>TSW self evaluate their dribbling, passing, and shooting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: Hockey

<p>TSW demonstrate competency in passing, shooting, dribbling.</p> <p>TSW apply and demonstrate the Rules and strategies in Hockey.</p>	<p>TSW improve on their passing, dribbling, shooting, and goal tending skills.</p>	<p>TSW demonstrate the proper Biomechanical skills of hockey, such as footwork, stance, shooting, and passing skills.</p> <p>TSW identify critical elements of passing, dribbling, and shooting.</p>	<p>TSW identify the strengths and weaknesses of a higher level of competition(watch a video, evaluate a game).</p> <p>TSW self evaluate their dribbling, passing, and shooting skills that will improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: **Flag Football**

<p>TSW demonstrate competency in throwing catching a football and defensive techniques.</p> <p>TSW apply and demonstrate the Rules and game strategies In football.</p>	<p>TSW improve their skills in throwing catching a football and defensive techniques.</p>	<p>TSW demonstrate the proper biomechanical skills of football such as footwork, stance, form and skills.</p> <p>TSW identify critical elements of throwing and catching a football.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their receiving, passing, and defensive skills in order to improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: **Soccer**

<p>TSW demonstrate competency in throw ins, shooting, passing, and dribbling.</p> <p>TSW apply and demonstrate the Rules and game strategies in soccer.</p>	<p>TSW improve their techniques in throw ins, shooting, passing, and dribbling.</p>	<p>TSW demonstrate the proper biomechanical skills of soccer, such as throw ins, shooting, passing, and dribbling.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their skills of throw ins, shooting, passing, and dribbling in order to improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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Unit: **Mush-ball/Whiffle Ball**

<p>TSW demonstrate competency in throw ins, hitting and catching.</p> <p>TSW apply and demonstrate the Rules and game strategies in Mushball/ Whiffle ball..</p>	<p>TSW improve their techniques in throw ins, catching and hitting.</p>	<p>TSW demonstrate the proper biomechanical skills of mushball/whiffle ball, such as throw ins, catching and hitting.</p>	<p>TSW identify strengths and weaknesses of a higher level of competition.</p> <p>TSW self evaluate their skills of throw ins, catching and hitting in order to improve their performance.</p>	<p>TSW perform during guided practice sessions in order to improve their skills.</p>
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**Standard 2:
Students comprehend basic physical activity principles and concepts that enable them to make decisions,
solve problems and become self-directed lifelong learners who are informed physical activity consumers.
(continued on next page)**

**Grade:
Team Sports
9-12**

2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity.

PO 1. Identify various products and their marketing claims.

PO 2. Explain value of consumer items.

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment.

PO 1. Identify personal needs.

PO 2. Identify similarities and differences among products.

PO 3. Identify use.

PO 4. Explain cost quality.

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression.

PO 1. Explain principles of training.

PO 2. Apply principles of training.

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores.

PO 1. Match fitness components and tests.

PO 2. Administer self-tests.

PO 3. Explain results.

PO 4. Prescribe needs and identify strengths.

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components.

Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:
Team Sports
9th

Suggested Activities/Units	Strategies/Terminology
1. Basketball	<ol style="list-style-type: none">1. Explaining how playing basketball helps relieve stress and lead to a healthy lifestyle2. Informing students about successful basketball players at all levels3. Monitor heart rate before, during and after a basketball game4. Explain the importance of conditioning
2. Volleyball	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing volleyball outside of school2. Develop drills to increase sport specific needs for volleyball – quick feet, increase vertical jump, arm strength (weight training)3. Video highlights of volleyball games (Olympics, Sand, College, and High School)
3. Soccer	<ol style="list-style-type: none">1. Teach proper conditioning for endurance2. Inform students of recreational and competitive opportunities to continue playing soccer outside of school. (indoor and outdoor soccer) (Grand Canyon, ASU, Jr. College)3. Monitor heart rate before, during and after a soccer game

Standard 2:

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

Grade:

Team Sports

9th

Suggested Activities/Units	Strategies/Terminology
1. Football	<ol style="list-style-type: none">1. Explaining how playing football helps relieve stress and lead to a healthy lifestyle2. Informing students about successful football players at all levels3. Monitor heart rate before, during and after a basketball game4. Explain the importance of conditioning5. Inform students of recreational and competitive opportunities to continue playing football outside of school
2. Hockey	<ol style="list-style-type: none">1. Inform students of recreational and competitive opportunities to continue playing hockey outside of school. (school club teams, roller hockey and ice hockey)2. Video highlights of Hockey games (Professional, Olympics, College, High School)3. Explain the importance of conditioning
3. Mushball/Whiffle ball	<ol style="list-style-type: none">1. Inform students of recreational Whiffle ball, 16 inch, big ball and over the line teams and tournaments2. Video highlights of recreational Whiffle ball, 16 inch, big ball and over the line teams and tournaments3. Inform students of long term equipment maintenance and care

Unit: Volleyball

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of volleyball and its contribution to specific health related fitness components.</p>
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Unit: Basketball

<p>TSW be able to identify the Differences between indoor And outdoor basketball Equipment.</p>	<p>TSW compare and contrast different basketball equipment.</p>	<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of basketball and its contribution to specific health related fitness components.</p>
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Unit: Hockey

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of hockey and its contribution to specific health related fitness components.</p>
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Unit: Flag-Football

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of flag-football and its contribution to specific health related fitness components.</p>
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Unit: Soccer

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of soccer and its contribution to specific health related fitness components.</p>
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Unit: Mush Ball/Whiffle Ball

		<p>TSW explain the components of the principles of training.</p> <p>TSW apply the principles of training during activity.</p>	<p>TSW be able to demonstrate ability to self assess each area of health related physical fitness.</p>	<p>TSW be able to identify the sport of mush ball/whiffle ball and its contribution to specific health related fitness components.</p>
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**Standard 2:
Students comprehend basic physical activity principles and concepts that enable them to make decisions,
solve problems and become self-directed lifelong learners who are informed physical activity consumers.
(continued from previous pg)**

**Grade:
Team Sports
9-12**

2PA-P6. Demonstrate knowledge of physiological changes that result from physical activity participation.

2PA-P7. Identify safety principles associated with physical fitness development.

2PA-P8. Design a personal fitness program that will lead to, or maintain, an acceptable level of health-related fitness and is based on an understanding of training principles, individual skill levels and availability

PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports.

PO 1. Same as concept

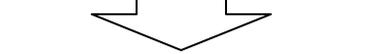
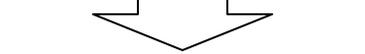
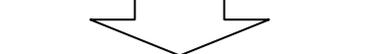
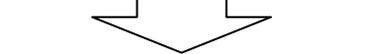
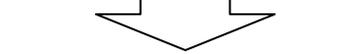
PO 1. Write program goals.
PO 2. Design a program.

PO 3. Follow the program.
PO 4. Monitor and adjust.

PO 5. Complete a program.
PO 6. Design a personal fitness program.

PO 7. Participate regularly in a personal fitness program.

PO 8. Complete a personal fitness program.



Unit: Volleyball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in volleyball.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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Unit: Basketball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in basketball.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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Unit: Hockey

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in hockey.	TSW be able to identify and follow safety rules during drills and games	TSW identify their fitness goals and improve on them daily.		
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Unit: Flag Football

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in flag football.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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Unit: Soccer

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in soccer.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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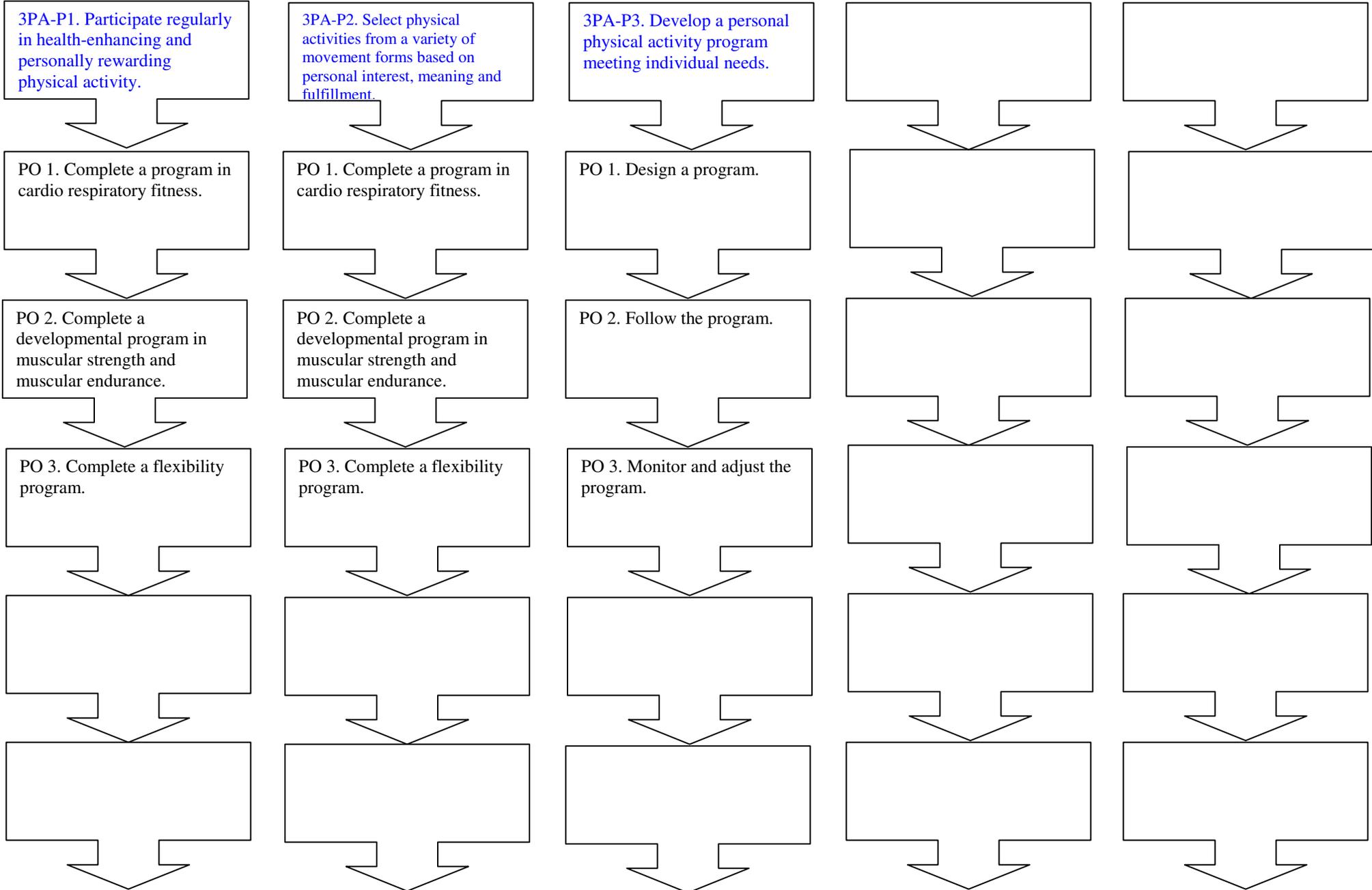
Unit: Mush ball/Whiffle Ball

TSW be able to identify positive Physical changes that affect Their fitness levels from participating in mush ball/whiffle ball.	TSW be able to identify and follow safety rules during drills and games.	TSW identify their fitness goals and improve on them daily.		
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Standard 3:

Students exhibit a physically active lifestyle.

Grade:
Team Sports
9-12



Standard 3:

Students exhibit a physically active lifestyle.

Grade:

Team Sports

9th

Suggested Activities/Units	Strategies/Terminology
1. Basketball	<ol style="list-style-type: none">5. Inform students of recreational and competitive opportunities to continue playing basketball outside of school6. Teach proper conditioning for endurance7. Teach a variety of games for varying numbers of participants and locations of play. (samples- 3 on 3, bump out, 7 up, horse)
2. Volleyball	<ol style="list-style-type: none">6. Inform students of recreational and competitive opportunities to continue playing volleyball outside of school7. Develop drills to increase sport specific needs for volleyball – quick feet, increase vertical jump, arm strength8. Teach a variety of games for varying numbers of participants and locations of play. (1 on 1, 2 on 2, sand volleyball)
3. Soccer	<ol style="list-style-type: none">3. Teach proper conditioning for endurance4. Students assist setting up fields and net for a better understanding of game set up5. Teach a variety of games for varying numbers of participants and locations of play. (speed-a-way, small field games – 5 on 5, 6 on 6, indoor)

Standard 3:

Students exhibit a physically active lifestyle.

Grade:
Team Sports
9th

Suggested Activities/Units

Strategies/Terminology

1. Football

1. Inform students of recreational and competitive opportunities to continue playing football outside of school. (Flag football, passing league, Pop Warner, semi – pro football)
2. Teach proper conditioning for endurance
3. Teach a variety of games for varying numbers of participants and locations of play
4. Students assist setting up fields and net for a better understanding of game set up

2. Hockey

1. Inform students of recreational and competitive opportunities to continue playing hockey outside of school. (roller hockey and ice hockey)
2. Teach a variety of games for varying numbers of participants and locations of play
3. Teach proper conditioning for endurance for hockey

3. Mushball/Whiffle ball

1. Students assist setting up fields and net for a better understanding of game set up
2. Teach a variety of games for varying numbers of participants and locations of play

Unit: **Volleyball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Basketball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Hockey**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Flag Football**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Unit: **Soccer**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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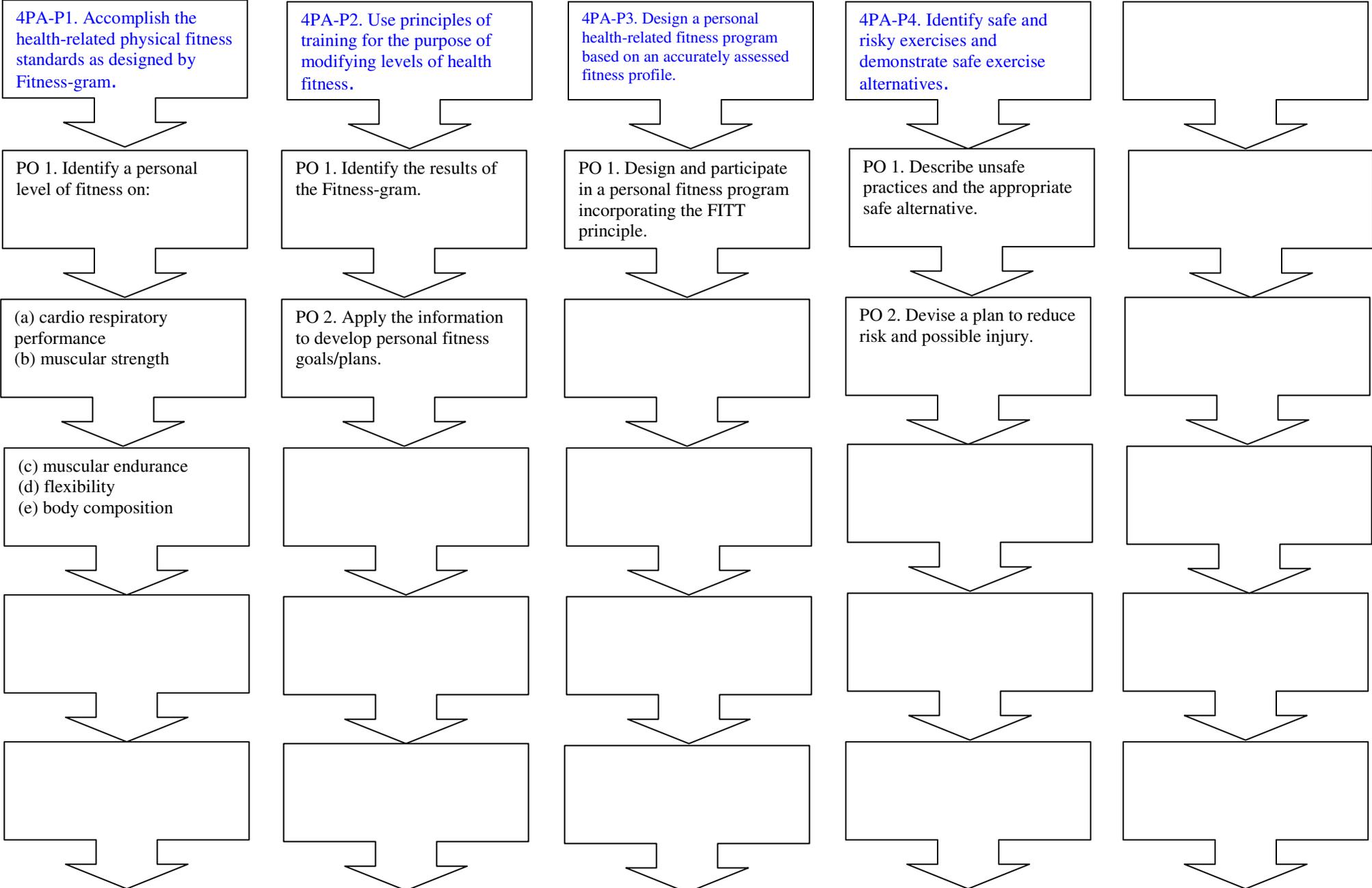
Unit: **Mushball/Whiffle Ball**

TSW participate in regular physical activity daily. TSW complete a flexibility program daily.		TSW design and lead a daily flexibility program. TSW follow a long with the daily flexibility program.		
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Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:
Team Sports
9-12



Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:
Team Sports
9th

Suggested Activities/Units	Strategies
1. Basketball	<ol style="list-style-type: none">1. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.2. Demonstrate sport specific warm up and cool down techniques and activities.3. Use the fitness-gram test information to develop personal fitness goals/plan.
2. Volleyball	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness-gram test information to develop personal fitness goals/plan.
3. Soccer	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness-gram test information to develop personal.

Standard 4:

Students achieve and maintain a health-enhancing level of physical fitness.

Grade:
Team Sports
9th

Suggested Activities/Units	Strategies
1. Football	<ol style="list-style-type: none">1. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.2. Demonstrate sport specific warm up and cool down techniques and activities.3. Use the fitness-gram test information to develop personal fitness goals/plan.
2. Hockey	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness-gram test information to develop personal fitness goals/plan.
3. Mush ball/Whiffle ball	<ol style="list-style-type: none">1. Demonstrate sports specific warm up techniques.2. Demonstrate sports specific cool down techniques.3. Teach student to identify safe and risky exercises and demonstrate safe exercise alternatives through body control and movements.4. Use the fitness-gram test information to develop personal.

Unit: Volleyball

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Basketball

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Hockey

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Flag Football

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Soccer

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Unit: Mushball/Whiffle Ball

<p>TSW demonstrate activities designed to improve and maintain muscular strength and endurance, flexibility, cardio-respiratory functioning and proper body composition.</p>	<p>TSW apply the principles of training and FITT to improve and maintain physical fitness.</p> <p>TSW demonstrate proper warm-up and cool-down techniques.</p> <p>TSW engage in physical activity in their target heart rate zone and calculate their heart rate before, during and after activity.</p>			
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Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:
Team Sports
9-12

5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings.

5PA-P2. Act independently of peer pressure.

5PA-P3. Resolve conflict in appropriate ways.

PO 1. Follow safety rules.

PO 1. Same as concept

PO 1. Identify and discuss conflict in physical education and sports.

PO 2. Behave appropriately.

PO 2. Construct a conflict resolution plan.

PO 3. Show respect and consideration for oneself and others.

PO 3. Demonstrate conflict resolution skills.

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:

9th

Suggested Activities/Units	Strategies/Terminology
1. Basketball	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).6. Students will learn to respect peers, personal space, individuality, and gender.
2. Volleyball	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).6. Students will learn to respect peers, personal space, individuality, and gender.
3. Soccer	<ol style="list-style-type: none">1. Sportsmanship – accepting decisions made by officials, teachers, other students.2. Teach game rules, procedures and etiquette.3. Safety rules – using equipment properly and taking care of equipment properly.4. Students will apply safety rules to games and activities.5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).6. Students will learn to respect peers, personal space, individuality, and gender.

Standard 5:

Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

Grade:
Team Sports
9th

Suggested Activities/Units

Strategies/Terminology

1. Football

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).
6. Students will learn to respect peers, personal space, individuality, and gender.

2. Hockey

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).
6. Students will learn to respect peers, personal space, individuality, and gender.

3. Mushball/Whiffle ball

1. Sportsmanship – accepting decisions made by officials, teachers, other students.
2. Teach game rules, procedures and etiquette.
3. Safety rules – using equipment properly and taking care of equipment properly.
4. Students will apply safety rules to games and activities.
5. Teach conflict resolution and students will use this to resolve conflicts in appropriate ways. (peer mediation).
6. Students will learn to respect peers, personal space, individuality, and gender.

Unit: Volleyball

<p>TSW follow volleyball safety rules Regarding court etiquette, and Equipment safety.</p> <p>TSW demonstrate respect, Consideration, and proper behavior While playing volleyball.</p>	<p>TSW act independently of peer Pressure while playing the game Of volleyball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the volleyball unit.</p>		
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Unit: Basketball

<p>TSW follow basketball Safety rules such as, fouling, tripping, and pushing.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing basketball.</p>	<p>TSW act independently of peer Pressure while playing the game Of basketball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the basketball unit.</p>		
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Unit: Hockey

<p>TSW follow hockey safety Rules such as, high sticking, checking, and hooking.</p> <p>TSW demonstrate respect, consideration, and proper behavior when playing hockey.</p>	<p>TSW act independently of peer Pressure while playing the game Of hockey.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the hockey unit.</p>		
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Unit: Flag Football

<p>TSW follow flag football safety rules such as, tackling and blocking.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing flag football.</p>	<p>TSW act independently of peer Pressure while playing the game Of flag football.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the flag football unit.</p>		
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Unit: Soccer

<p>TSW follow soccer safety Rules such as, tripping, Pushing, and slide Tackling.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing soccer.</p>	<p>TSW act independently of peer Pressure while playing the game Of soccer.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the soccer unit.</p>		
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Unit: Mushball/Whiffle Ball

<p>TSW follow mushball Safety rules such as, Sliding and bat safety.</p> <p>TSW demonstrate respect, Consideration, and proper behavior When playing mushball or whiffle Ball.</p>	<p>TSW act independently of peer Pressure while playing the game Of mushball or whiffle ball.</p>	<p>TSW discuss, identify, and resolve Conflict that occurs during the mushball/whiffle ball unit.</p>		
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Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9-12

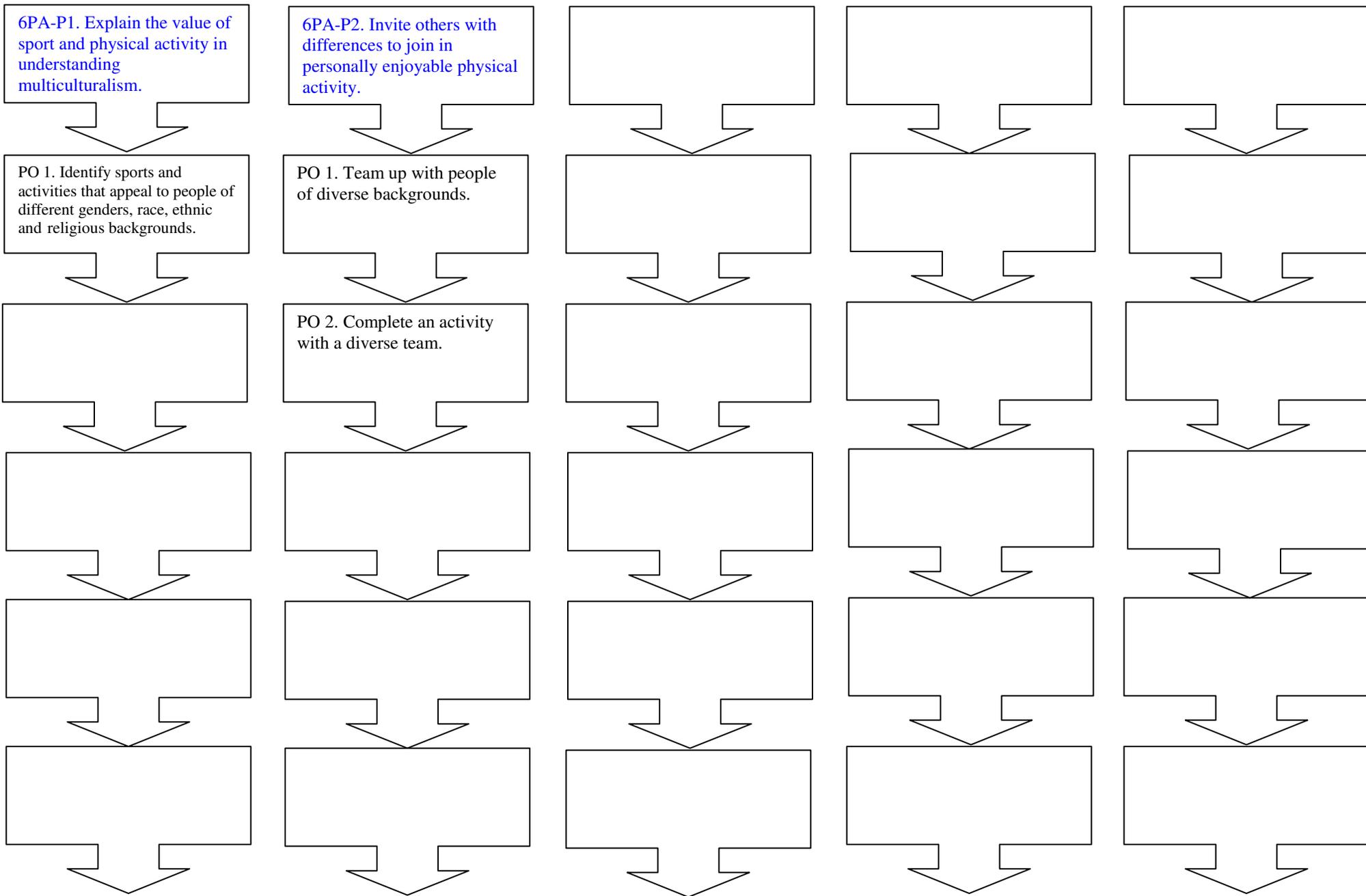
6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism.

6PA-P2. Invite others with differences to join in personally enjoyable physical activity.

PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds.

PO 1. Team up with people of diverse backgrounds.

PO 2. Complete an activity with a diverse team.



Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Basketball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

2. Volleyball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

3. Soccer

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

Standard 6:

Students demonstrate understanding and respect for differences among people in physical activity settings.

Grade:

9th

Suggested Activities/Units

Strategies/Terminology

1. Football

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

2. Hockey

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

3. Mushball/Whiffle ball

1. Developing citizenship – treating others with respect.
2. Small group activities – working together in varying groups for social interaction.
3. Knowledge of history and origin of sport.
4. Acceptance of all classmates regardless of physical ability.
5. Students whenever possible will work with special needs students in class or volunteer outside of class in Special Olympics.

Unit: Volleyball

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Basketball

<p>TSW work in diverse teams during small group activities.</p> <p>TSW accept everyone's diversity regardless of background or ability.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Hockey

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Flag Football

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Soccer

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Unit: Mushball/Whiffle ball

<p>TSW display positive citizenship during activity.</p> <p>TSW display a positive attitude for others of a different skill level or diverse background.</p>	<p>TSW compete in a multicultural team make up.</p>			
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Standard 7:
Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:
9-12

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals.

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities.

7PA-P3. Organize time management skills associated with regular physical activity participation.

PO 1. List goal setting steps.

PO 1. List the rewards of regular participation.

PO 1. Complete and document regular physical activity outside of class at least 3 times per week.

PO 2. Apply goal setting strategies to a personal fitness plan.

PO 2. Identify obstacles to regular participation.

PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development.

Standard 7:

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

Grade:
Team sports
9th

Suggested Activities/Units

Strategies/Terminology

1. Basketball

1. Set individual goals to increase and enhance student achievement (at the beginning of the unit).
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness-gram test information to develop personal fitness goals/plan.

2. Volleyball

1. Set individual goals to increase and enhance student achievement (at the beginning of the unit).
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness-gram test information to develop personal fitness goals/plan.

3. Soccer

1. Set individual goals to increase and enhance student achievement (at the beginning of the unit).
2. Re-evaluate student goal at the end of the unit.
3. Allow time for students to journal their findings and assess their results.
4. Use the fitness-gram test information to develop personal fitness goals/plan.

Unit: Volleyball

<p>TSW demonstrate and apply goal setting strategies while participating in volleyball drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in the volleyball unit.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during volleyball drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Basketball

<p>TSW demonstrate and apply goal setting strategies while participating in basketball drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in basketball.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during basketball drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Hockey

<p>TSW demonstrate and apply goal setting strategies while participating in hockey drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in hockey.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during hockey drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Flag Football

<p>TSW demonstrate and apply goal setting strategies while participating in flag football drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in flag football.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during flag football drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Soccer

<p>TSW demonstrate and apply goal setting strategies while participating in soccer drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in soccer.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during soccer drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Unit: Mush Ball / Whiffle Ball

<p>TSW demonstrate and apply goal setting strategies while participating in mush ball / whiffle ball drills and games.</p> <p>TSW apply goal setting strategies learn to a personal fitness plan.</p>	<p>TSW identify and demonstrate positive attitudes and good sportsmanship while participating in mush ball / whiffle ball.</p> <p>TSW be able to list the rewards and identify the obstacles of regular activity.</p>	<p>TSW identify and demonstrate time management skills during mush ball/ whiffle ball drills and games.</p> <p>TSW participate in regular physical activities outside of class at least 3 times a week and document that activity on a fitness sheet or log.</p>		
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Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
GRADE 9

Suggested Activities:

- Defensive slides
- Ball handling drills
- Defense Drills
- Dribble Tag
- Around the World
- Horse, Bump Out
- Box Out Drills
- 3 on 3 1/2 Court games
- Modify games 3-3, 3-2 Outlet
- Full Court Games

Resources:

- PE Central
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Basketball

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of basketball, such as stance, footwork, proper shooting form, passing and dribbling skills.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their dribbling, passing, and shooting skills that will improve their performance.
TSW be able to identify the difference between indoor/outdoor equip.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
Standard 3- Students exhibit a physically active lifestyle.
Standard 4- Students achieve and maintain a health-enhancing level of physical fitness.
Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- Ball handling
- Jump Stop
- Shooting Form
- Passing
- Dribbling
- Offense and Defense
- Sportsmanship
- Rules/court diagram/history
- History
-

Vocabulary:

- Free Throw
- Fouls
- Double Dribble
- Traveling
- Charge
- Zone defense
-

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE
GRADE: 9

Suggested Activities:

- DEFENSIVE DRILLS
- STICK DRILLS
- TARGET SHOOTING
- PASSING DRILLS
- DEFENSIVE SLIDES
- GOAL KEEPING
- Scrimmage/Games
-
-

Resources:

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
HOCKEY

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate competency in passing, shooting, and dribbling.
TSW perform during guided practice sessions in order to improve skills.
TSW be able to identify the sport of hockey and its contributions to specific health related fitness.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- PASSING
- SHOOTING
- DRIBBLING
- Offense and Defense
- GOAL KEEPING
- DRIBBLING
- Sportsmanship
-

Vocabulary:

- Rules/court diagram/history
- Offsides
- Puck
- Grip
-

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE

Grade: 9

Suggested Activities:

- HITTING ON T
- FLIP
- OVER THE LINE
- CATCHING / THROWING
- PHASE WORK
-
-
-
-

Resources:

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD

- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Mush-ball / Whiffle-ball

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW show competency in throwing, catching, and hitting.
TSW perform during guided practice sessions.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- RULES
- HITTING
- BUNTING
- BASE RUNNING
- CATHING / THROWING
-
-
-

Vocabulary:

- SINGLE/ DOUBLE/
- OUT
- STRIKE / BALL / THE COUNT
- POP FLY
- FORCE OUT
- RUN THROUGH 1ST BASE

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE

Grade: 9

Suggested Activities:

- Dribbling Drills (Single, Relay)
- Passing/Trapping Drills
- Juggling Drills
- Multi-goal soccer (4 Goals)
- Knock Out Dribbling
- Body Part Trapping
- Side Line Soccer
- Modify Games (6-6, 3-3), indoor
- Scrimmage/Games

Resources:

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Soccer

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate the proper biomechanical skills of soccer, such as throw-ins, shooting, passing, and dribbling.
TSW self evaluate their throw-ins, shooting, passing, and dribbling skills that will improve their performance.
TSW perform during guided practice sessions in order to improve their skills.
TSW be able to identify the difference between indoor/outdoor equip.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

Standard 1 – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
Standard 2 – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
Standard 3- Students exhibit a physically active lifestyle.
Standard 4- Students achieve and maintain a health-enhancing level of physical fitness.
Standard 5 – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
Standard 6 – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- Passing
- Shooting
- Dribbling
- Offense and Defense
- Goal Keeping
- Footwork – Ball Control
- Sportsmanship

Vocabulary:

- Rules/field diagram/history
- Passing/–foot, throw-ins
- Shooting
- Goal keeping
- Corner & goal kick, kick-off
- Dribbling
- Trapping

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE

Grade: 9

Suggested Activities:

- TRIANGLE DRILLS
- TARGET DRILLS
- PEPPER
- HITTING LINES
- SERVE AND FOLLOW
- TARGET SERVING/BUTTERFLY
- DEFENSE DRILLS
- COACH ON 3
- Scrimmage/Games

Resources:

- PE Central
- DVNET/PE Lessons (our goal)
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Volleyball

Learning Objectives:

- TSW apply and demonstrate the rules and game strategies.
- TSW pass to target with proper form.
- TSW demonstrate proper rotation on the court.
- TSW will demonstrate proper serving technique.
- TSW demonstrate proper setting technique.
- TSW perform 3 step approach to spike a ball.
- TSW demonstrate proper sportsmanship.
- TSW work in diverse teams during small group activities.
- TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- Passing/setting
- Serving
- Hitting
- Offense and Defense
- Rotation
- Footwork
- Sportsmanship
-

Vocabulary:

- Rules/court diagram/history
- Bump/Set/Spike
- Rotation
- Serving
- Front / Back court
- Blocking

Deer Valley Unified School District
PHYSICAL EDUCATION CURRICULUM GUIDE

Grade: 9

Suggested Activities:

- Catching drills
- Ball security
- Passing drills
- Backpedal
- W drills
- Route running
-
- Games/ scrimmage
-
-

Resources:

- PE Central
- American Football Monthly
- DVNET/PE Lessons
- Pangrazi
- AAPHERD
- NASPE – National Assoc. of Sport and Physical Educ.

Unit Name or Activity
Football

Learning Objectives:

TSW apply and demonstrate the rules and game strategies.
TSW demonstrate competency in throwing, catching, and defensive techniques.
TSW identify the strengths and weaknesses of a higher level of competition (watch a video, evaluate a game).
TSW self evaluate their throwing, catching, and defensive skills that will improve their performance.
TSW be able to identify the sport of flag-football and its contribution to specific health related fitness.
TSW demonstrate proper sportsmanship.
TSW work in diverse teams during small group activities.
TSW accept everyone's diversity regardless of background or ability.

Arizona State Physical Activity Standards:

- Standard 1** – Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.
- Standard 2** – Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.
- Standard 3**- Students exhibit a physically active lifestyle.
- Standard 4**- Students achieve and maintain a health-enhancing level of physical fitness.
- Standard 5** – Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.
- Standard 6** – Students demonstrate understanding and respect for differences among people in physical activity settings.

Key Skills/Knowledge:

- Rules / Field Markings
- Passing
- Catching
- 3-4 Point ball security
-
-
-
-
-
-

Vocabulary:

- Touchdown
- Safety
- Field Goal / PAT
- Turnover
- Position terminology
- Blitz
-

Unit/Lesson/Activity _____ Date(s) _____

Arizona State Comprehensive PE Standards

Physical Activity Standards for the Proficiency Grades 9-12.

(E.g. 1PA-E1: #=#of Standard; PA=Physical Activity; E = Essentials; # = # of substandard) (PO = Performance Objective)

STANDARD 1 - Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

1PA-P1. Demonstrate competency in at least three different types of movement forms (e.g., aquatics, team sports, individual and dual sports, outdoor pursuits, self-defense, gymnastics, dance)

- PO 1. Demonstrate competency (basic skills, strategies and rules) in an increasing number of more complex versions of at least three different movement forms
- 1PA-P2. Use specialized knowledge to develop movement competence/proficiency
- PO 1. Demonstrate improved skills by applying the critical elements to competent performance

1PA-P3. Identify and apply critical elements to enable the development of movement competence/proficiency

- PO 1. Identify the critical elements of a skill
- PO 2. Demonstrate and apply the biomechanical concepts and principles to the skills

1PA-P4. Identify and apply characteristics of highly skilled performance to enable the development of movement competence/proficiency

- PO 1. Identify strengths and weaknesses of highly skilled performances
- PO 2. Identify skills needed to improve performance

1PA-P5. Apply discipline-specific information to individual performance

- PO 1. Same as concept

STANDARD 2 - Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems and to become self-directed lifelong learners who are informed physical activity consumers.

2PA-P1. Explain the difference between facts and myths (e.g., the validity of marketing claims promoting fitness products and services) related to physical activity

- PO 1. Identify various products and their marketing claims
- PO 2. Explain value of consumer items

2PA-P2. Identify consumer issues related to selection, purchase, care and maintenance of personal fitness equipment

- PO 1. Identify personal needs

- PO 2. Identify similarities and differences among products
- PO 3. Identify use
- PO 4. Explain cost quality

2PA-P3. Identify appropriate individual requirements for physical activity prescription concerning the mode, intensity, duration, frequency and progression

- PO 1. Explain principles of training
- PO 2. Apply principles of training

2PA-P4. Demonstrate ability to self-assess each area of health-related physical fitness and interpret test scores

- PO 1. Match fitness components and tests
- PO 2. Administer self-tests
- PO 3. Explain results
- PO 4. Prescribe needs and identify strengths

2PA-P5. Identify different sports and activities and their contributions to specific health-related physical fitness components

- PO 1. Explain the value of various sports/activities on fitness components

2PA-P6. Demonstrate a knowledge of physiological changes that result from physical activity participation

- PO 1. Identify positive physical changes that affect the heart, circulatory, respiratory and other systems as a result of active participation in sports

2PA-P7. Identify safety principles associated with physical fitness development

- PO 1. Same as concept

2PA-P8. Design a personal fitness program that 1) will lead to, or maintain, an acceptable level of health-related fitness and 2) is based on an understanding of training principles, individual skill levels and availability of resources

- PO 1. Write program goals
- PO 2. Design a program
- PO 3. Follow the program
- PO 4. Monitor and adjust
- PO 5. Complete a program

- PO 6. Design a personal fitness program
- PO 7. Participate regularly in a personal fitness program

PO 8. Complete a personal fitness program

STANDARD 3 - Students exhibit a physically active lifestyle.

3PA-P1. Participate regularly in health-enhancing and personally rewarding physical activity

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P2. Select physical activities from a variety of movement forms based on personal interest, meaning and fulfillment

- PO 1. Complete a program in cardio-respiratory fitness
- PO 2. Complete a developmental program in muscular strength and muscular endurance
- PO 3. Complete a flexibility program

3PA-P3. Develop a personal physical activity program meeting individual needs

- PO 1. Design a program
- PO 2. Follow the program
- PO 3. Monitor and adjust the program

STANDARD 4 - Students achieve and maintain a health-enhancing level of physical fitness.

4PA-P1. Accomplish the health-related physical fitness standards as designed by Fitness-gram

- PO 1. Identify a personal level of fitness on:
 - (a) cardio-respiratory performance
 - (b) muscular strength
 - (c) muscular endurance
 - (d) flexibility
 - (e) body composition

4PA-P2. Use principles of training for the purpose of modifying levels of health fitness

- PO 1. Identify the results of the Fitness-gram

- PO 2. Apply the information to develop personal fitness goals/plans

4PA-P3. Design a personal health-related fitness program based on an accurately assessed fitness profile

- PO 1. Design and participate in a personal fitness program incorporating the FITT principle

4PA-P4. Identify safe and risky exercises and demonstrate safe exercise alternatives

- PO 1. Describe unsafe practices and the appropriate safe alternative
- PO 2. Devise a plan to reduce risk and possible injury

STANDARD 5 - Students develop self-initiated behaviors that promote effective personal and social interactions in physical activity settings.

5PA-P1. Apply safe practices, rules, procedures and etiquette in all physical activity settings

- PO 1. Follow safety rules
- PO 2. Behave appropriately
- PO 3. Show respect and consideration for oneself and others

5PA-P2. Act independently of peer pressure

- PO 1. Same as concept

5PA-P3. Resolve conflict in appropriate ways

- PO 1. Identify and discuss conflict in physical education and sports
- PO 2. Construct a conflict resolution plan
- PO 3. Demonstrate conflict resolution skills

STANDARD 6 - Students demonstrate understanding and respect for differences among people in physical activity settings.

6PA-P1. Explain the value of sport and physical activity in understanding multiculturalism

- PO 1. Identify sports and activities that appeal to people of different genders, race, ethnic and religious backgrounds

6PA-P2. Invite others with differences to join in personally enjoyable physical activity

- PO 1. Team up with people of diverse backgrounds
- PO 2. Complete an activity with a diverse team

☐ STANDARD 7 - Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

7PA-P1. Demonstrate knowledge of goal setting and the ability to apply this knowledge to personal physical fitness and activity goals

- ☐ PO 1. List goal setting steps
- ☐ PO 2. Apply goal setting strategies to a personal fitness plan

7PA-P2. Identify attitudes associated with regular participation in physical activity and/or fitness development activities

- ☐ PO 1. List the rewards of regular participation
- ☐ PO 2. Identify obstacles to regular participation
- ☐ PO 3. Explain the importance of motivation, prioritizing, dedication and self-discipline in fitness development

7PA-P3. Organize time management skills associated with regular physical activity participation

- ☐ PO 1. Complete and document regular physical activity outside of class at least 3 times per week

Comments: _____
