

# HS PE Cycle 3

## Huntingdon Area School District

UNITS (6/6 SELECTED)

-  Unit 1: Lacrosse
-  Unit 2: Flag Football
-  Unit 3: Speedball
-  Unit 4: Fitness/Weight Room
-  Unit 5: Archery
-  Unit 6: Physical Fitness/Fitness Circuit

SUGGESTED DURATION

- 5 lessons*
- 5 lessons*
- 5 lessons*
- 5 lessons*
- 7 lessons*
- 4 lessons*

# Unit 1: Lacrosse

## HS PE Cycle 3

### UNIT OVERVIEW

The students will learn game play rules and other skills needed to compete during the lacrosse unit.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.3.12.D

10.4.12.A

10.4.12.B

10.4.12.C

10.4.12.E

10.4.12.F

10.5.12.A

10.5.12.C

10.5.12.D

10.5.12.F

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.3.9.D

10.4.9.A

10.4.9.B

10.4.9.C

10.4.9.D

10.4.9.F

10.5.9.A

10.5.9.B

10.5.9.C

10.5.9.D

10.5.9.F

### BIG IDEAS

#### Big Ideas

- **Improve student physical fitness level through cardiovascular activity during game play.**
- **Game play strategy exist in all physical activity.**
- **Rules/regulations for both practice and games**

### ESSENTIAL QUESTIONS

#### Essential Questions

- How can participating in lacrosse contribute to overall wellness?
- How can understanding movement concepts improve my skill performance?
- What does good sportsmanship and teamwork look like and how does it positively affect game play?

# Unit 1: Lacrosse

## HS PE Cycle 3

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . . (Acquired Knowledge)</b>	<b>Students will be able to . . . . . (Acquired Skill)</b>
the rules and scoring of the game.	throw the lacrosse ball using the correct form.
how to identify offensive and defensive strategies to be successful as a team.	catch the lacrosse ball using proper form.
how to participate in the drills and game following proper safety rules.	pick-up ground balls using proper form.
how to demonstrate proper sportsmanship during game play.	shoot on goal.
	defend the offensive player without contact in a controlled and safe manner.

### ATTACHMENTS

 Lacrosse\_Packet.pdf

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their lacrosse abilities after the unit.

# Unit 2: Flag Football

HS PE Cycle 3

## UNIT OVERVIEW

The students will learn game play rules and other skills needed to compete during the Flag Football unit.

## STANDARDS/EXPECTATIONS

### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.3.12.D

10.4.12.A

10.4.12.B

10.4.12.C

10.4.12.E

10.4.12.F

10.5.12.A

10.5.12.B

10.5.12.C

10.5.12.D

10.5.12.F

### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.3.9.D

10.4.9.A

10.4.9.B

10.4.9.C

10.4.9.D

10.4.9.E

10.4.9.F

10.5.9.A

10.5.9.C

10.5.9.D

10.5.9.F

## BIG IDEAS

### Big Ideas

- Improve student physical fitness level through cardiovascular activity during game play.
- Game play strategy exist in all physical activity.
- **Rules/Regulations for both practice and games**
- 

## ESSENTIAL QUESTIONS

### Essential Questions

- How can the sport of Ultimate Frisbee/Golf contribute to overall fitness?
- How do sports correlate to one another?
- What is the value of learning a lifetime activity? Is this sport a lifetime activity? If so, why or why not?

# Unit 2: Flag Football

HS PE Cycle 3

## LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
<div data-bbox="139 422 789 491" style="border: 1px solid black; padding: 5px;">rules applied to Flag Football.</div>	<div data-bbox="834 422 1484 491" style="border: 1px solid black; padding: 5px;">basic skills needed for game play.</div>
<div data-bbox="139 617 789 686" style="border: 1px solid black; padding: 5px;">game play strategy.</div>	modified game play to understand spacing/positions. (offense/defense/special teams)

### ATTACHMENTS

 Flag\_Football\_Packet.pdf

# Unit 2: Flag Football

HS PE Cycle 3

## EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their flag football abilities after the unit.

# Unit 3: Speedball

HS PE Cycle 3

## UNIT OVERVIEW

The students will learn game play rules and other skills needed to compete during the speedball unit.

## STANDARDS/EXPECTATIONS

### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.3.12.D

10.4.12.A

10.4.12.B

10.4.12.F

10.4.12.E

10.5.12.A

10.5.12.B

10.5.12.C

### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.4.9.B

10.4.9.C

10.4.9.D

10.4.9.F

10.5.9.B

10.5.9.F

10.5.9.E

## BIG IDEAS

### Big Ideas

- Improve student physical fitness level through cardiovascular activity during game play.
- Game play strategy exist in all physical activity.
- **Rules/Regulations for both practice and games**
- 

## ESSENTIAL QUESTIONS

### Essential Questions

- How can the sport of speedball contribute to overall fitness?
- How do sports correlate to one another?
- How can the sport of team speedball teach positive social behavior?

# Unit 3: Speedball

## HS PE Cycle 3

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
<div data-bbox="139 422 789 491" style="border: 1px solid black; padding: 5px;">rules applied to team handball.</div>	<div data-bbox="833 422 1482 491" style="border: 1px solid black; padding: 5px;">basic skills needed for game play.</div>
<div data-bbox="139 613 789 682" style="border: 1px solid black; padding: 5px;">game play strategy.</div>	modified game play to understand spacing/positions.

# Unit 3: Speedball

## HS PE Cycle 3

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their teams/ individual speedball abilities after the unit.

# Unit 4: Fitness/Weight Room

## HS PE Cycle 3

### UNIT OVERVIEW

The students will learn the importance of being physical fit and how weight training/a Fitness plan correlates to overall health.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.1.12.B

10.1.12.C

10.1.12.E

10.2.12.A

10.2.12.C

10.2.12.D

10.4.12.A

10.4.12.B

10.4.12.C

10.5.12.A

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.4.9.A

10.4.9.B

10.4.9.C

10.4.9.D

10.4.9.E

10.4.9.F

### BIG IDEAS

#### Big Ideas

- **Improve student physical fitness level through cardiovascular activity during physical education.**
- Show students the proper techniques of different exercises.
- Identify the progress of student fitness level with a pre-post test, to show students starting point/end point.

### ESSENTIAL QUESTIONS

#### Essential Questions

- How can the activities in weight room/fitness correlate to a lifetime activity?
- Why is the fitness circuit/test important to your overall health? What are the components of a healthy body?

# Unit 4: Fitness/Weight Room

## HS PE Cycle 3

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
proper techniques for each fitness aspect.	basic skills needed for the fitness test.
proper workout routine, for muscle growth.	healthy diet/what fuels the body the best.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their physical abilities after the unit.

# Unit 5: Archery

## HS PE Cycle 3

### UNIT OVERVIEW

Each student will be taught the lifetime skills and techniques of archery, along with all safety procedures.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.3.12.D

10.4.12.A

10.4.12.B

10.4.12.C

10.4.12.D

10.4.12.E

10.5.12.A

10.5.12.B

10.5.12.F

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.3.9.D

10.4.9.A

10.4.9.D

10.4.9.E

10.4.9.F

10.5.9.C

### BIG IDEAS

#### Big Ideas

- Shooting Cues
- Aim and Accuracy
- Target Identification
- Safety and following rules/procedures

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does aging affect a lifetime activity?
- Why do people decide to participate in lifetime activities?

# Unit 5: Archery

## HS PE Cycle 3

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
shooting cues.	techniques for archery taught in class.
shooting cadence.	scoring for a flight of arrows.
the parts of the bow and arrows.	

# Unit 5: Archery

## HS PE Cycle 3

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their shooting abilities after the unit.
Target Shooting	Formative	Students will score their flight of arrows, while shooting on their designated target.
Archery Quiz	Formative	Students will take a quiz at the end of the unit.

# Unit 6: Physical Fitness/Fitness Circuit

## HS PE Cycle 3

### UNIT OVERVIEW

The students will learn the importance of being physical fit and how the physical fitness test correlates to overall health.

### STANDARDS/EXPECTATIONS

#### Pennsylvania - Grade 12 - Health, Safety, and Physical Education

10.1.12.A

10.1.12.B

10.2.12.C

10.2.12.D

10.3.12.D

10.4.12.A

10.4.12.B

10.4.12.C

10.4.12.D

10.4.12.E

10.5.12.A

10.5.12.D

#### Pennsylvania - Grade 9 - Health, Safety, and Physical Education

10.4.9.C

### BIG IDEAS

#### Big Ideas

- **Improve student physical fitness level through cardiovascular activity during fitness test.**
- Show students the proper techniques of different exercises.
- Identify the progress of student fitness level with a pre-post test

### ESSENTIAL QUESTIONS

#### Essential Questions

- How does the Fitness test relate to the activities we do?
- Why is the fitness circuit/test important to your overall health? What are the components of a healthy body?

# Unit 6: Physical Fitness/Fitness Circuit

## HS PE Cycle 3

### LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
<b>Students will know . . . . (Acquired Knowledge)</b>	<b>Students can do . . . . (Acquired Skill)</b>
proper techniques for each fitness aspect.	basic skills needed for the fitness test.

### EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Motor Skills/Movement	Formative	Kinesthetic movement throughout the unit. (Observation)
Self Reflection	Summative	Students will reflect on their physical abilities after the unit.