

MS Physical Education

Huntingdon Area School District

UNITS (16/16 SELECTED)

SUGGESTED DURATION

 Unit 1: Introduction to Physical Education	<i>1 lesson</i>
 Unit 2: Softball	<i>5 lessons</i>
 Unit 3: Archery	<i>5 lessons</i>
 Unit 4: Low Organized Games (Kickball, Matball)	<i>4 lessons</i>
 Unit 5: Volleyball	<i>3 lessons</i>
 Unit 6: Basketball	<i>5 lessons</i>
 Unit 7: Floor Hockey	<i>2 lessons</i>
 Unit 8: Flag Football	<i>2 lessons</i>
 Unit 9: Racket Sports (Tennis, Eclipse Ball, Badminton, Pickleball, and Ping Pong)	<i>8 lessons</i>
 Unit 10: Fitness Testing	<i>4 lessons</i>
 Unit 11: Soccer	<i>3 lessons</i>
 Unit 12: Scooterball	<i>2 lessons</i>
 Unit 13: Speedball	<i>2 lessons</i>
 Unit 14: Flicker Football	<i>2 lessons</i>
 Unit 15: Wiffleball	<i>2 lessons</i>
 Unit 16: Yard Games	<i>2 lessons</i>

Unit 1: Introduction to Physical Education

MS Physical Education

UNIT OVERVIEW

The teacher will review the syllabus with the students. This includes the agenda, rules, and classroom expectations with the learners.

1. **Instructional time:** 1 class period

STANDARDS/EXPECTATIONS

BIG IDEAS

Big Ideas

- Physical Education
- Agenda/Activities
- Classroom Expectations
- Health Education
- Agenda/Health Units
- Classroom Expectations

ESSENTIAL QUESTIONS

Essential Questions

- What is one question that you have about middle school health and physical education?

Unit 1: Introduction to Physical Education

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the agenda, rules, and expectations that are listed on the syllabus	Students will follow the agenda, rules, and expectations that are listed on the syllabus.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Syllabus		The teacher will review the syllabus with the students.

Unit 2: Softball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Softball:

- Each student will review the basic skills and rules of softball, care of equipment, and safety. Throughout this unit students will review the following skills: catching, throwing, batting, and fielding ground balls/pop-ups. All students will learn about the many positive benefits that softball provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: throwing, catching, fielding ground balls, fielding pop-ups, and batting.

2. Instructional Time: 5 class periods

STANDARDS/EXPECTATIONS

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.A

10.5.9.B

10.5.9.C

10.5.9.F

BIG IDEAS

Big Ideas

- Throwing
- Catching
- Batting
- Fielding ground balls
- Field pop-ups
- Softball positions
- Softball gameplay rules

Unit 2: Softball

MS Physical Education

ESSENTIAL QUESTIONS

Essential Questions

- What are the three cues for throwing a softball?
- What are the different positions in softball? (Defense)
- How do you catch a softball with proper technique?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the three cues for both throwing and catching.	Students can throw and catch a softball properly by following the cues.
Students will know the three cues for batting correctly.	Students can properly hit a softball by following the correct cues of batting.
Students will know the three cues for fielding a ground ball and catching a pop up.	Students can properly field a ground ball and catching a pop up by following the correct cues.

Unit 2: Softball

MS Physical Education

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Softball Throwing and Catching	Teacher Checklist	The teacher will observe the students while catching and throwing. If the student is able to perform the cue correctly they will receive a check. If the student needs to improve upon a cue they will receive an X.

Unit 3: Archery

MS Physical Education

UNIT OVERVIEW

I. Content for Skills and Techniques of Archery:

- Each student will be taught the skills and techniques of shooting an arrow at a stationary target as well as all safety procedures.

1. Activities:

- Students will practice each skill and demonstrate the following: grip, stance, knocking, draw, anchor point, release, follow through, retrieved, pulling arrows, and walking with arrows.

2. Instructional time: 5 class periods

STANDARDS/EXPECTATIONS

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

10.3.9.B

10.3.9.D

10.4.9.A

10.4.9.B

10.4.9.C

10.4.9.D

10.4.9.E

10.5.9.A

10.5.9.B

10.5.9.C

10.5.9.D

10.5.9.E

BIG IDEAS

Big Ideas

- 11 Steps to Shooting
- Aim/Accuracy/Consistency
- Safety Rules and Procedures

ESSENTIAL QUESTIONS

Essential Questions

- What are the parts of the bow and arrow?
- How do you pull and hold the bow string?
- How do you score a flight of arrows?

Unit 3: Archery

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will learn and understand the skills and techniques of archery activities and games.	Students can develop the concept of cooperating with others to achieve a common objective.
	Students can improve their overall fitness and skills.
Students will learn the parts of the bow, the steps to shooting a bow, and important safety rules.	Students will complete a quiz on these topics at the end of the archery unit.
Students will learn how to properly score their arrows.	During gameplay activity the learners will practice scoring three arrows each round.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Archery Skills and Parts Quiz	Formative	The students will complete a quiz based on their skills and knowledge of archery and parts of the bow.
Self Evaluation	Summative	The students will complete a self evaluation based on a video of them shooting a bow.

Unit 4: Low Organized Games (Kickball, Matball)

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Low Organized Games

• I. Content Skills and Techniques for Kickball and Matball:

- Each student will review the basic skills of throwing, catching, and kicking during the low organized games.

1. Activities

- Students will be taught the basic cues of throwing, catching, and kicking by participating in gameplay activities (Kickball and Matball)

2. Instructional time: 4 class periods

STANDARDS/EXPECTATIONS

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.F

BIG IDEAS

Big Ideas

- Fundamental skills of catching, throwing, and kicking
- Following safety and rules/procedures during the game (body control, spatial awareness)

ESSENTIAL QUESTIONS

Essential Questions

- How do you kick, throw, and/or catch a ball?
- How are you able to avoid running into others during a low organized game?
- Can you use learned and/or previously learned skills to be successful in a low organized game?

Unit 4: Low Organized Games (Kickball, Matball)

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know and demonstrate the proper technique of throwing a ball during a low organized game.	Students will be practicing the proper throwing technique during speedball and kickball/matball.
Students will know and demonstrate the proper technique of catching a ball during a low organized game.	Students will be practicing the proper catching technique during speedball and kickball/matball.
Students will know and demonstrate the proper technique of kicking a ball during a low organized game.	Students will be practicing the proper kicking technique during speedball and kickball/matball.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	Students will play a low organized game and be observed participating, being safe, and practicing proper skills during game play.

Unit 5: Volleyball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Volleyball

Each student will review the basic skills and rules of volleyball, care of equipment, and safety. Throughout this unit students will review the following skills: setting, bumping, and serving. All students will learn about the many positive benefits that volleyball provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: setting, bumping, and underhand serve.

2. Instructional Time: 5 class periods

STANDARDS/EXPECTATIONS

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

10

10.4

10.4.9.A

10.4.9.B

10.5.9.A

BIG IDEAS

Big Ideas

- Setting
- Bumping
- Underhand serve
- Rotation rules
- Rules of gameplay

ESSENTIAL QUESTIONS

Essential Questions

- What are the three cues of the set and the bump?
- What are the three cues of the underhand serve?
- How do you properly rotate positions during a volleyball game?

Unit 5: Volleyball

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the three cues of the set.	Students can perform the set by following the correct cues.
Students will know the three cues of the bump.	Students can perform the bump by following the correct cues.
Students will know the three cues of the underhand serve.	Students can perform the underhand serve by following the correct cues.
Students will know how to properly recognize how to rotate during a gameplay activity.	Students are to demonstrate how to properly rotate during gameplay.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Volleyball (Setting, Bumping, and Serving)	Cognitive Assessment	Students will identify the proper cues for the set, bump, and serve.

Unit 6: Basketball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Basketball:

- Students will learn and demonstrate the proper basketball techniques of shooting, dribbling, passing, defense, strategy, and safety during various activities in a basketball unit.

1. Activities:

- Students will practice each skill and demonstrate the following: dribbling, passing, shooting, offensive/defensive strategies.

2. Instructional Time: 5 class periods

STANDARDS/EXPECTATIONS

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

10.3.9.D

10.4.9.A

10.4.9.B

10.4.9.E

10.5.9.A

10.5.9.B

10.5.9.C

10.5.9.F

BIG IDEAS

Big Ideas

- Dribbling Cues
- Shooting Cues
- Passing Cues (Chest, Bounce, and Overhead)
- Offensive/Defensive Strategies
- Safety Rules

ESSENTIAL QUESTIONS

Essential Questions

- How can you successfully pass a basketball to a teammate during drills/games?
- How can you successfully shoot a basketball into a hoop during drills/games?
- Can you dribble the ball consecutively without losing control?
- What is your teams offensive/defensive strategy?

Unit 6: Basketball

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to properly dribble a basketball by following the proper cues.	Students can demonstrate how to properly dribble a basketball by following the proper cues.
Students will know how to properly pass a basketball by following the proper cues.	Students can demonstrate how to properly pass a basketball by following the proper cues.
Students will know how to properly shoot a basketball by following the proper cues.	Students can demonstrate how to properly shoot a basketball by following the proper cues.
Students will know how to use offensive and defensive strategies during gameplay.	Students will demonstrate how to use offensive and defensive strategies during game play.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Basketball Dribbling/Passing/Shooting Exit Ticket	Formative	Students will complete the Google Form exit ticket that is found on Google Classroom. The questions will be focused on the cues of dribbling, passing, and shooting.

Unit 7: Floor Hockey

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Floor Hockey

Each student will review the basic skills and rules of floor hockey, care of equipment, and safety. Throughout this unit students will review the following skills: passing, shooting, puck control, offensive/defensive strategies, and gameplay activity. All students will learn about the many positive benefits that floor hockey provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: dribbling, passing, shooting, offensive/defensive strategies, and gameplay activity.

2. Instructional Time: 3 class periods

STANDARDS/EXPECTATIONS

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.A

10.5.9.C

10.5.9.F

BIG IDEAS

Big Ideas

- Dribbling (Controlling)
- Passing (Controlling)
- Shooting
- Defending
- Safety

Unit 7: Floor Hockey

MS Physical Education

ESSENTIAL QUESTIONS

Essential Questions

- How can you control the ball while moving down the court?
- How can you shoot the ball into specific areas of the net?
- How are you able to use proper floor hockey skills while avoiding contact with other players during a game?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to hold the hockey stick,	Students can demonstrate how to properly hold the stick during practice and gameplay activities.
Students will know how to properly dribble a hockey ball by following the cues.	Students can demonstrate how to properly dribble a hockey ball by following the cues.
Students will know how to properly pass a hockey ball by following the cues.	Students will demonstrate how to properly pass a hockey ball by following the cues.
Students will know how to properly shoot a hockey ball by following the cues.	Students will know how to properly shoot a hockey ball by following the cues.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	The teacher will observe the students in a gameplay activity.

Unit 8: Flag Football

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Flag Football

Each student will learn the basic concepts of throwing, catching, punting, offensive strategies, defensive strategies, and game play activity.

1. Activities

- Students will be taught basic skills of football and the strategy behind the game.

2. Instructional time: 2 periods

STANDARDS/EXPECTATIONS

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

10.3.9.D

10.4.9.A

10.4.9.C

10.4.9.F

10.5.9.A

10.5.9.B

BIG IDEAS

Big Ideas

- Throwing
- Catching
- Punting
- Offensive Strategies
- Defensive Strategies

ESSENTIAL QUESTIONS

Essential Questions

- How do you properly throw a spiral?
- How do you catch a ball that is being thrown to you while moving?
- How are you able to run or pass the ball for a first down or a touchdown? (Offensive Strategy)
- How are you able to keep a team from getting a first down or a touchdown? (Defensive Strategy)

Unit 8: Flag Football

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the cues for how to hold and throw a football.	Students can successfully throw the ball to another player during a game of flag football
Students will know the cues for how to catch a football.	Students can successfully catch a ball thrown by another student during a game of flag football
Students will learn proper offensive and defensive strategy.	Students will score or prevent a team from scoring using offensive and defensive strategy in a game of flag football.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	Students will play a game of Flag Football and be observed catching and/or throwing the ball successfully. Students will also be observed using offensive and defensive strategies successfully during gameplay.

Unit 9: Racket Sports (Tennis, Eclipse Ball, Badminton, Pickleball, and Ping Pong)

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Racket Sports

Each student will review the basic skills and rules of racket sports, care of equipment, and safety. Throughout this unit students will review the following skills: grip, stance, racquet position, ready position, forehand shot, backhand shot, overhand serve, smash shot, and scoring. All students will learn about the many positive benefits that racket sports provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: forehand/backhand shot, smash shot, and underhand/overhand serve.

2. Instructional Time: 10 class periods

STANDARDS/EXPECTATIONS

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

10

10.4

10.4.9.A

10.4.9.C

10.5

10.5.9.A

10.4.9.B

10.4.9.D

10.4.9.E

10.4.9.F

10.5.9.F

BIG IDEAS

Big Ideas

- Forehand Shot
- Backhand Shot
- Overhand Serve
- Scoring (Tennis, Eclipse Ball, Ping Pong, and Badminton)
- Rules (Tennis, Eclipse Ball, Ping Pong, and Badminton)
- Equipment (Tennis, Eclipse Ball, Ping Pong, and Badminton)

Unit 9: Racket Sports (Tennis, Eclipse Ball, Badminton, Pickleball, and Ping Pong)

MS Physical Education

ESSENTIAL QUESTIONS

Essential Questions

- How are points scored in tennis?
- What are the cues for the forehand and backhand shot?
- What is the no smash zone in pickle ball?

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the cues of the forehand shot.	Students can demonstrate the forehand shot by following the correct cues.
Students will know the cues of the backhand shot.	Students can demonstrate the backhand shot by following the correct cues.
Students will know the cues of the overhand serve.	Students can demonstrate the cues of the overhand serve
Students will know the rules of tennis, pickle ball, ping pong, and badminton.	Students can properly demonstrate the rules of tennis, pickle ball, ping pong, and badminton during practice or game play activity.

Unit 9: Racket Sports (Tennis, Eclipse Ball, Badminton, Pickleball, and Ping Pong)

MS Physical Education

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Tennis Exit Ticket	Formative	The students will complete an exit ticket on Google Classroom that focuses on the different skills and strategies of tennis.
Pickleball	Observation/Participation	Students will play a pickle ball game and be observed participating, being safe, and practicing proper skills during game play.
Eclipse Ball	Observation/Participation	Students will play an eclipse ball game and be observed participating, being safe, and practicing proper skills during game play.
Ping Pong	Observation/Participation	Students will play a ping pong game and be observed participating, being safe, and practicing proper skills during game play.

Unit 10: Fitness Testing

MS Physical Education

UNIT OVERVIEW

I. Content for Fitness Testing

Each student will understand the benefits of fitness by participating in various fitness tests. In this unit, students will be tested on strength, quickness, and endurance.

1. Activities

- Students will be tested on the pull ups, sit ups, shuttle run, and mile run tests.

2. Instructional time: 4 class periods

STANDARDS/EXPECTATIONS

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

10.4.9.A

10.4.9.C

10.4.9.E

10.5.9.A

BIG IDEAS

Big Ideas

- Benefits to physical fitness and its impact on the mind and body
- Understanding muscular endurance, muscular strength, cardiovascular endurance, agility, and speed.

ESSENTIAL QUESTIONS

Essential Questions

- What does the fitness test for the mile run measure?
- How do you pace yourself?
- How does fitness testing improve physical fitness and what are other benefits?

Unit 10: Fitness Testing

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the benefits to physical fitness	Students will be able to evaluate themselves and how they feel after exercise
Students will know the different fitness tests.	Students will be able to improve their scores during fitness testing periods.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Self Evaluation	diagnostic	Students will evaluate their performance on the different fitness tests.
Fitness Testing Data Sheet	diagnostic	The teacher will record their data into a chart. Throughout the course of the year we will be able to see if the students showed improvement.

Unit 11: Soccer

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Soccer:

- Each student will review the basic skills and rules of soccer, care of equipment, and safety. Throughout this unit students will review the following skills: dribbling, passing, and striking. All students will learn about the many positive benefits that soccer provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: dribbling, passing, and striking during practice and gameplay activities.

2. Instructional Time: 3 class periods

STANDARDS/EXPECTATIONS

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

10

10.1

10.4

10.4.9.A

10.4.9.B

10.5

BIG IDEAS

Big Ideas

- Dribbling
- Passing
- Striking
- Soccer positions
- Soccer gameplay rules

ESSENTIAL QUESTIONS

Essential Questions

- What are the three cues for dribbling a soccer?
- What are the different positions in soccer?
- What is one offensive strategy that can be used in soccer?

Unit 11: Soccer
MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the three cues for dribbling.	Students can properly dribble a soccer by following the correct cues.
Students will know the three cues for properly passing.	Students can properly pass a soccer ball by following the correct cues.
Students will know the three cues for striking.	Students can properly strike a soccer ball by following the correct cues.

EVIDENCE OF LEARNING & ASSESSMENT

Soccer Dribbling/Passing/Striking Exit Ticket	Formative	Students will complete the Google Form exit ticket that is found on Google Classroom. The questions will be focused on the cues of dribbling, passing, and striking.

Unit 12: Scooterball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Low Organized Games

- Each student will be taught the basic skills of throwing, catching, and moving/controlling the use of a scooter during the gameplay activity.

1. Activities

- Students will participate in a scooter ball game.play activity.
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2. Instructional time: 2 class periods

STANDARDS/EXPECTATIONS

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

10

10.1

10.4

10.4.9.A

10.4.9.B

10.5

10.5.9.A

10.5.9.F

BIG IDEAS

Big Ideas

- Throwing
- Passing
- Catching
- Moving/controlling the use of a scooter

ESSENTIAL QUESTIONS

Essential Questions

- How is a point earned in scooterball?
- What happens if you have the ball and are tagged?
- What is one rule that you must follow when using the scooters?

Unit 12: Scooterball

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to properly catch and throw the ball by following the correct cues.	Students are able to demonstrate how to properly catch and throw the ball by following the correct cues.
Students will know the three rules that must be followed when they are using the scooters.	Students will demonstrate safe scooter use by following the three rules.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	Students will participate in a game of scooter ball.

Unit 13: Speedball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Speedball:

- Each student will review the basic skills of throwing, catching, dribbling (soccer), passing (soccer), striking (soccer), and basketball (shooting).

1. Activities:

- The students will participate in a Speedball gameplay activity.

2. Instructional Time: 2 class periods

STANDARDS/EXPECTATIONS

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

10

10.4

10.4.9.A

10.5

10.5.9.A

10.5.9.F

BIG IDEAS

Big Ideas

Throwing

Catching

Dribbling (Soccer)

Dribbling (Passing)

Striking (Soccer)

Shooting (Basketball)

ESSENTIAL QUESTIONS

Essential Questions

- What are the two different ways that you can score in speedball?
- How can you advance the ball during speedball?
- What is one defensive strategy that you can use during a game of speedball?

Unit 13: Speedball

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to properly throw a ball.	Students will demonstrate how to properly throw a ball during the gameplay activity.
Students will know how to properly catch a ball.	Students will demonstrate how to properly catch a ball during the gameplay activity.
Students will know how to properly pass (soccer), dribble (soccer), and strike (soccer) during the gameplay activity.	Students demonstrate to properly pass (soccer), dribble (soccer), and strike (soccer) during the gameplay activity.
Students will know how to properly shoot (basketball) during the gameplay activity.	Students will know how to properly shoot (basketball) during the gameplay activity.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	The teacher will observe the students participating in a Speedball gameplay activity.

Unit 14: Flicker Football

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Flag Football

Each student will learn the basic concepts of throwing, catching, offensive strategies, defensive strategies, and game play activity.

1. Activities

- Students will participate in a flicker football ultimate game.
- Review concepts for throwing and catching

2. Instructional time: 2 periods

STANDARDS/EXPECTATIONS

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

10

10.4

10.4.9.A

10.5

10.5.9.A

10.5.9.C

BIG IDEAS

Big Ideas

- Throwing
- Catching
- Offensive Strategies
- Defensive Strategies

ESSENTIAL QUESTIONS

Essential Questions

- What are the three cues for properly throwing a football?
- What are the three cues for properly catching a football?
- What is one offensive strategy that you could use to help you score a point?

Unit 14: Flicker Football

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know how to properly throw a football by following the correct cues.	Students will demonstrate how to properly throw a football by following the correct cues.
Students will know how to properly catch a football by following the correct cues.	Students will demonstrate how to properly catch a football by following the correct cues.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	The teacher will observe the students participating in the flicker football gameplay activity.

Unit 15: Wiffleball

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Wiffleball:

- Each student will review the basic skills and rules of wiffleball, care of equipment, and safety. Throughout this unit students will review the following skills: catching, throwing, batting, and fielding ground balls/pop-ups. All students will learn about the many positive benefits that wiffleball provides to improve their physical fitness levels.

1. Activities:

- Students will practice each skill and demonstrate the following: throwing, catching, fielding ground balls, fielding pop-ups, and batting.

2. Instructional Time: 2 class periods

STANDARDS/EXPECTATIONS

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

10

10.4

10.4.9.A

10.5.9.A

10.5.9.C

10.5.9.F

BIG IDEAS

Big Ideas

- Throwing
- Catching
- Batting
- Fielding Ground Balls
- Fielding Pop-Ups
- Fielding Positions
- Gameplay Rules

ESSENTIAL QUESTIONS

Essential Questions

- What is one defensive strategy that your team could use to record an out?
- What is one offensive strategy that your team could use to score a run?
- What are three batting cues?

Unit 15: Wiffleball

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
Students will know the three cues for throwing and catching.	Students can throw and catch properly by following the cues.
Students will know the three cues for batting.	Students can properly hit a wiffleball by following the correct cues.
Students will know how to properly field a ground ball and catch a pop-up.	Students can properly field a ground ball and catch a pop-up by following the correct cues.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	Students will participate in a wiffleball game.

Unit 16: Yard Games

MS Physical Education

UNIT OVERVIEW

I. Content Skills and Techniques for Yard Games

Each student will learn the rules and strategies involved in each of the different yard games.

1. Activities

- Explain each of the games that are available for them to play and talk about strategies that are used to be successful.
- Play each of the yard games and implement strategies used to be successful

2. Instructional time: 2 periods

STANDARDS/EXPECTATIONS

Pennsylvania - Grade 6 - Health, Safety, and Physical Education

10.3.6.D

10.4.6.A

10.4.6.F

10.5.6.A

10.5.6.F

BIG IDEAS

Big Ideas

- Individual game strategy
- Skills involved with each game to be successful
- Fine motor movements

ESSENTIAL QUESTIONS

Essential Questions

- In order to be successful in each game, what are the skills involved?
- How did your strategy change as you played the game?

Unit 16: Yard Games

MS Physical Education

LEARNING TARGETS: KNOWLEDGE & SKILLS

Knowledge	Skills
Students will know (Acquired Knowledge)	Students can do (Acquired Skill)
the skills involved in each strategy game.	the proper throwing mechanics for a frisbee, bean bag, washer in order to be successful.
the rules for each skill/strategy game that is played.	the proper way to hit a spike ball.

EVIDENCE OF LEARNING & ASSESSMENT

Name of Assessment	Type (formative, summative, project-based, diagnostic)	Description
Observation	Observation/Participation	The teacher will observe the students playing various yard games throughout the gym.