RCHS

Course:

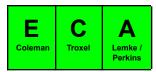
PE 9

Grade: 9

9

Tier:

Approved:



PLC Question #1: What do we want all students to know and be able to do?

Unit 1: Tennis Skills 🔽		Unit 2: Volleyball Skills 🔽		Unit 3: Softball Skills 🔽			
Priority Standard(s) Physical Education - PE.S1: The student will democompetency in a variety of motor skills and movement.	 Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movem 		 Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement patterns. 				
Supporting Standard(s) ● PE.S2: The student will apply knowledge of concept strategies, and tactics related to movement perform		Supporting Standard(s) • PE.S2: The student will apply knowledge of concept strategies, and tactics related to movement perform		 Supporting Standard(s) Physical Education - PE.S2: The student will apply knowledge of concepts, principles, strategies, and tactics related to movement performance. 			
Learning Outcomes		Learning Outcomes	Learning Outcomes				
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level		
 Demonstrate proficiency in activity specific movement skills in two or more net/wall games, including those from other cultures. (PE.S1.H5) Use long- or short-handled implement with mature form to strike object in one or more target games, including those from other cultures. (PE.S1.H7) Demonstrate competency in movement patterns to connect with the object. (PE.S1.H8) 		 Demonstrate proficiency in activity-specific movement skills in two or more net/wall games, including those from other cultures. (PE.S1.H5.L1) Make contact and connect with the object to create a play. (PE.S1.H8.L3) Identify positive mental, social, and emotional aspects of participating in a variety of physical activities. (PE.S5.H1.L1) 		 Demonstrate competency in movement patterns to connect with the object. (PE.S1.H8.L1) Identify how to self-correct and reflect on movement in relation to the object. (PE.S1.H8.L2) Make contact and connect with the object to create a play. (PE.S1.H8.L3) Use defensive and offensive strategies and tactics effectively in various activities. (PE.S2.H4.L1) 			
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level		
 FOREHAND & BACKHAND STROKES: Demonstrate proper technique, footwork, and timing for executing forehand and backhand groundstrokes. SERVING: Show proficiency in serving with correct grip, stance, and follow-through to place 		SERVING: Underhand Serve: Students will know the technique for performing an underhand serve, including grip and follow-through. Overhand Serve: Students will know the technique for performing an overhand serve, including toss and impact.		 THROWING: How my stance (foot placement and balance) affects the power and accuracy of my throws. How timing my release point impacts the direction and accuracy of my throw. HITTING: How my batting stance (feet, hips, and shoulders) affects my ability to hit the ball with 			

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 VOLLEY: Display skill in intercepting and returning the ball at the net with a proper volley technique. FOOTWORK: Exhibit efficient footwork to position oneself optimally for each shot, including lateral movement, approaching the net, and recovering after each shot. STRATEGY & GAME PLAY: Understand and apply strategic concepts such as positioning, shot selection, and exploiting an opponent's weaknesses. 	Students Bod correlated and selection and se	SING:(Forearm Pass): Form and Cents will know how to properly form to and hands for an effective forearm y Positioning: Students will know the ect stance and body positioning for redirecting the ball. TING: Hand Position: Students will to position their hands and fingers for the set. Timing and Execution: Stanow the timing and body movement on effective set. LEY: Demonstrate the ability to recent the ball at the net using proper volutioning, hand platiming. ATEGY & GAME PLAY: Scoring Sents will know how points are scored by ball, including the differences between and side-out scoring systems. Res: Students will know the rules for plating, including the sequence in which the trotate and the rules regarding servitions. Basic Violations: Students without constitutes a net fault (e.g., thing the net during play). Double His against a player hitting the ball twice thession.	cheir cpass. e ecciving know or an udents required ive and eyball acement, ystem: I in een rally otation ayer players ng Ill know et ts: The	power and control. How coordinating my swing with my hips and hands helps me make solid contact with the ball. How timing my swing with the pitch impacts my ability to hit the ball effectively. • FIELDING: How my body positioning (bending knees, glove ready) affects my ability to field ground balls or catch fly balls. How coordinating my movements (running to the ball, positioning my glove) helps me field the ball successfully. • STRATEGY & GAME PLAY: How communication in the outfield (e.g., calling for the ball) prevents confusion and errors when catching fly balls.				
Students will do (active application)	DOK Level Students w	ill do (active application)	DOK Level	Students	will do (active application)	DOK Level		
 I can use the correct grip, stance, and swing to hit forehand and backhand strokes accurately. I can serve the ball accurately with the right grip, toss, and follow-through. I can use the correct grip and stance to hit volleys accurately and with control. I can move quickly and efficiently to get into position for my shots. I can use basic strategies, like good positioning 	corre over I car toss ball. I car exec	a perform an underhand serve using ect grip and follow-through to get the the net. In perform an overhand serve using the and impact technique to effectively serve using the analysis of correctly form my arms and hands the cute an effective forearm pass. In position my body properly to receive the ball during a forearm pass.	ball ne proper nerve the	gar I ca gar I ca gar I ca dec	an throw the ball with proper technique during mes. In catch the ball with proper technique during mes. In hit the ball with proper technique during mes. In run the bases efficiently and make smart cisions about when to advance. In communicate and work with my teammates			

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and smart shot choices, during a game.	 I can position my hands and fingers correctly to make an accurate set. I can move into the correct position on the court to help my team during gameplay. I can work with my teammates to apply offensive and defensive strategies during drills and games. 	to execute plays during games.
Domain-specific Vocabulary	Domain-specific Vocabulary	Domain-specific Vocabulary
 Ace Deuce Fault Forehand Backhand Lob Rally Volley Break Point Love 	 Serve Pass Set Spike Block Dig Ace Kill Rotation Sportsmanship 	 Pitcher Catcher Infield Outfield Bunt Double Play Strike Zone Steal Home Run Force Out

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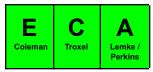
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PLC Question #1: What do we want all students to know and be able to do?

Unit 4: Weight Training <a>V	Unit 5: Ultimate Frisbee 🔽	Unit 6: La Crosse 🔽			
 Priority Standard(s) Physical Education - PE.S1: The student will den competency in a variety of motor skills and movement 	 Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement 		Priority Standard(s) • Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movem		
Supporting Standard(s) • Physical Education - PE.S2 - The student will apport of concepts, principles, strategies and tactics related movement and performance.	Supporting Standard(s) • Physical Education - PE.S2 - The student will approximate of concepts, principles, strategies and tactics related movement and performance.		Supporting Standard(s) • Physical Education - PE.S2 - The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level
 PE.S5.H1.L2 - Analyze the positive impact of being physically active. Analyze the negative impact of being sedentary PE.S3.H6.L2 Compare and contrast advantages and disadvantages of functional fitness, using body weight exercises, resistance training, and free weights. PE.S3.H6.L1 - Demonstrate appropriate technique of functional fitness, using body weight exercises, resistance-training, and free weights 		 PE.S1.H3.L2 - Refine and apply activity-specific catching skills in two or more modified forms of small-sided invasion and fielding games, including those from other cultures. PE.S2.H4.L2 - Analyze defensive and offensive strategies and tactics in various activities. PE. S1.H4.L1 - Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures. 		 PE.S2.H4.L1- Use defensive and offensive strategies and tactics effectively in various activities. PE.S2.H7.L1- Use strategies and tactics (e.g., spacing and positioning) during game play in net/wall and target games, including those from other cultures with long- or short-handled implement. PE.S1.H4- Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures. 	
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
I understand that being physically active helps my body stay healthy and strong, while being inactive can lead to health problems. I understand how regular exercise can improve my mood, energy levels, and overall mental health.		 CATCHING SKILLS I understand: that catching is a fundamental skill in Ultimate Frisbee that requires coordination and focus to maintain possession. OFFENSIVE & DEFENSIVE SKILLS I understand: how offensive movements and 		STRATEGY I understand how to use both offensive and defensive strategies in different types of activities and games. SPACING I understand the importance of spacing and	
 I understand that a sedentary lifestyle can increase the risk of illnesses like heart disease, obesity, and diabetes. FITNESS KNOWLEDGE 		defensive formations are key to success in Ultimate Frisbee. MOVEMENT & PASSING • I understand: that strong movement skills		positioning to help my team succeed in games that involve hitting, striking, or scoring with equipment. MOVEMENT	
 I understand that functional fitness helps me move better in daily life, while body weight 		improve my ability to create space and execute plays in Ultimate Frisbee.		I understand the key movement skills needed to play small-sided games like lacrosse, focusing	

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exercises, resistance training, and free weights each have different benefits. I understand that body weight exercises are accessible and can be done anywhere, but may not always build muscle as quickly as other methods. I understand that resistance bands are lightweight and easy to use, while free weights can build strength faster but require more skill and technique. I understand that functional fitness movements mimic everyday activities and help improve overall strength and coordination. FORM & TECHNIQUE I understand that resistance training and free weight exercises need to be done safely and correctly to build strength effectively. I understand that using the correct form is important to avoid injury and get the most out of body weight exercises, resistance bands, and free weights.							on p	passing, catching, and defending.	
Students will do (active applicatio	n)	DOK Level	Students will do (active app	lication)	DOK Level	Students w	vill do (active application)	DOK Level
stay physical lifestyle. Fitness Knowledg I can comparate exercises, relation of the life of the lif	are the pros and of resistance bands, in when and why in itness movements are the right type of their it's to improve the rit's to improve the rities are the correct roises like push-up resistance bands procedured in the puscle groups.	cons of body weight and free weights. It's best to use in my workout. exercise for my strength, flexibility, at form for basic body os, squats, and		catch. I can catch the frisbee Offensive & Defensive Skills I can utilize fakes and opportunities. I can play person-to-pomark an opponent and catching the disc. Passing I can perform the Bacaccurate passes. I can perform the Fore releases and short-ran	pivots to create throwing erson defense to closely d prevent them from ekhand throw for long and ehand (flick) throw for quick nge passes. Inmer throw for overhead kly into a teammate's		 I car crea I car pres I car strat Defensive I car then I car read I car with Spacing I car tean 	n move into open space to receive a pass. In recognize when to cut toward the goal to ate scoring chances. In maintain control of the ball while under soure. In pass the ball accurately to teammates in tegic positions. Strategy In mark my opponent and stay in between and the goal. In anticipate my opponent's movements and cet quickly. In block passing lanes to disrupt the offense. In position myself to challenge the ball carrier out committing a foul. In find open areas on the field to support my	

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injury.			short-range upside-do	own pass.		Positioni	can position myself to receive passes and taked dvantage of scoring opportunities. can shift my position to support defense or tack depending on the flow of the game. can adjust my positioning based on where the all is and what my teammates are doing.	ng rd
Domain-specific \	Vocabulary		Domain-specific Vocabulary	у		Domain-s	specific Vocabulary	
 Muscle Gro Set Rep Fitness Pla Muscular E Muscular S Fitness Pla BPM 	n indurance itrength		 Pull Forehand Backhand Hammer throw Offsides Pancake catch Alligator catch Goalline 			TrCıPiCı	rosse lashing ripping ross-checking ick rease arking	

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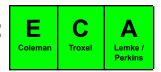
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PLC Question #1: What do we want all students to know and be able to do?

Unit 7: Basketball 🔽	Unit 8: Floor Hockey 🔽	Unit 9: Soccer/Futsol 🔽			
 Priority Standard(s) Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movement 	Priority Standard(s) ● Physical Education - PE.S1: The student will demonstrate competency in a variety of motor skills and movements.		 Priority Standard(s) Physical Education - PE.S1: The student will democrate competency in a variety of motor skills and movement. 		
 Supporting Standard(s) Physical Education - PE.S2 - The student will approximate of concepts, principles, strategies and tactics related movement and performance. 	 Supporting Standard(s) Physical Education - PE.S2 - The student will approf concepts, principles, strategies and tactics related movement and performance. 		Supporting Standard(s) • Physical Education - PE.S2 - The student will apply knowledge of concepts, principles, strategies and tactics related to movement and performance.		
Learning Outcomes		Learning Outcomes		Learning Outcomes	
Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level	Students need to know (concrete knowledge) • Ex. vocabulary, facts, concepts, etc.	DOK Level
 PE.S1.H5.L1 Demonstrate proficiency in activity specific movement skills in two or more net/wall games, including those from other cultures. PE.S2.H8.L3 - Examine the effectiveness of various shots based on positioning, timing and force in net and wall games, including those from other cultures PE.S2.H4.L2 Analyze defensive and offensive strategies and tactics in various activities. 		 PE.S1.H7.L2 - Demonstrate competency in striking objects using long-handled implements to strike objects in two or more games, including those from other cultures. PE.S1.H4.L1 - Demonstrate proficiency in activity-specific movement skills in two or more small-sided invasion games, including those from other cultures. PE.S2.H3.L2 - Analyze defensive and offensive tactics in various activities. 		 PE.S1.H5.L2 Refine and apply self-identified activity-specific movement skills in one or more net/wall games, including those from other cultures. PE.S2.H11.L2- Review, discuss, and communicate strategies and tactics with classmates to find open spaces to maximize coverage on defense. 	
Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level	Students will understand (abstract ideas) • Ex. connections, relationships, frameworks, etc.	DOK Level
 I understand the fundamental movement skills needed for proficiency in basketball. I understand how movement skills in basketball are similar to skills in other net and wall games, including those from different cultures. POSITIONING, TIMING, & FORCE I understand how positioning, timing, and force influence the success of different types of basketball shots. I understand how these principles apply to net and wall games, including sports from various cultures. 		STICK TECHNIQUE I understand how to use a hockey stick effectively to strike, pass, and shoot the puck. I understand how striking techniques in floor hockey can be adapted to other games using long-handled implements, including culturally significant sports. MOVEMENT SKILLS I understand the movement skills required to perform effectively in floor hockey, such as dribbling, passing, and shooting. I understand how similar movement skills are used in other small-sided invasion games from various cultures.		 I understand how to refine soccer-specific movement skills, such as dribbling, passing, shooting, and defending. I understand how movement skills in soccer are applicable to other net/wall games and influenced by cultural variations. COMMUNICATION & TACTICS I understand how to analyze and communicate strategies for finding and creating open spaces in soccer. I understand how maximizing defensive coverage involves positioning, teamwork, and tactical awareness. 	
STRATEGIES & TACTICS				33000. 3.1.5.1535.	

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and defension an	d the differences by the strategies in bad thow to adapt tac and weaknesses of	isketball.		-	ing passing lanes and ck. lefensive tactics in floor ing opponents and blocking nalyze gameplay to				
Students will do (a	active application	1)	DOK Level	Students will do (active app	lication)	DOK Level	Students	will do (active application)	DOK Level
basketball, s and defensir I can transfer other net an pickleball. Positioning, Timin I can analyz shots by con force. I can apply s improve my games. Strategies and Tac I can evaluat strategies in I can adapt	such as dribbling, we positioning. For movement skills of wall games, like ag, and Force the effectiveness insidering my positions in order to the effectivenest in order performance in officials.	s of my basketball ioning, timing, and com basketball to ther net and wall asive and defensive ie. ng a game to		hockey stick to strike, floor hockey. Movement Skills I can perform activity-silloor hockey, such as repuck while dribbling or teammates. Tactics and Strategies I can execute offensive like positioning myself creating opportunities I can implement defensive intercepting passes are opponent and the goal	to score. sive tactics, such as nd staying between my l. th teammates to enhance		mo acc	an identify and refine my soccer-specific overment skills, such as improving ball control, curacy in passing, and shot power. an apply my soccer movement skills to other t/wall games, recognizing similarities and ferences in techniques. an adapt my movement skills to meet the mands of gameplay in soccer and other ltural variations of net/wall games. ication and Tactics an identify and move into open spaces during soccer game to support offensive play. an effectively communicate with teammates to ordinate offensive and defensive tactics. an work collaboratively with my team to refine ategies and improve overall gameplay.	
Domain-specific V	ocabulary			Domain-specific Vocabulary	1		Domain-s	specific Vocabulary	
 Dribbling Passing Shooting Footwork Pivoting Layup Jump Shot Arc Follow-Thro 	ugh			 Striking Blade Shooting Passing Clearance Follow-Through Dribbling Pivoting Cutting 			 Sh Ba Fin Fo Go Op 	ibbling ussing uooting ull Control ust Touch otwork valkeeping ven Space overage	

Approved: E **Building:** Tier: **RCHS** Course: PE 9 Grade: Lemke / Perkins Court Awareness Marking Marking Spacing Passing Lane • Zonal Defense Shot Block Cutting • Man-to-Man Defense • Transition Play Pick-and-Roll • Zone Defense Communication Man-to-Man Defense Fast Break • Man-to-Man Defense Communication Off-the-Ball Movement • Zone Defense • Through Ball Pressing • Help Defense Ball Denial **Defensive Rotation** Off-Ball Movement