

PE High School Course 2

Revised 8/12/24

PE HSC2 INSTRUCTIONAL GUIDE



[SUHSD PE/Health Website](#)

PURPOSE

The purpose of this instructional guide (IG) is to provide teachers with both **structure** and **choice** for unit and lesson planning. Each unit includes the following: **Essential Questions, Student Outcomes, Suggested Student Evidence, Vocabulary, and Resources** reflective of the [State of California PE Standards](#).

Assessment Resources

District/State Assessments

- Fitnessgram
- EOCs
- EOC Design Guides

Instructional Strategies

- [Structured Student Interaction Choice Board](#)
- [Structured Student Interactions Matrix](#)

Top Teacher Resources

- [Back-to-School Toolkit](#)
- [CA PE Framework](#)

SEMESTER 1 UNITS:

- Components of Fitness
- Skill-Related Fitness
- Fitnessgram Pre-Assessment
- Personal Fitness Plan
- Team Sports
- Self-Defense

PE Textbook

[Spark Folio](#)
[Spark Login Information](#)



8th Grade Individual and Dual Activities

- [Baseball/Softball/OTL](#)
- [Basketball](#)
- [Cricket](#)
- [Football](#)
- [SD Strikeforce Football Curriculum](#)
- [Gymnastics/Tumbling](#)
- [SD Seals Lacrosse Curriculum](#)
- [Lacrosse](#)
- [Rugby 101](#) (Video)
- [Rugby Curriculum](#)
- [Soccer](#)

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- [Team Handball](#)
- [Ultimate Frisbee](#)
- [Volleyball](#)
- [Self-Defense](#)
- [Self-Defense SDCOE](#)

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How to use this Instructional Guide:

Instructional Guide Contents

<u>Page 1</u>	<u>Pages 2-9</u>	<u>Page 10-11</u>	<u>Page 12-14</u>
<ul style="list-style-type: none"> • The IG Purpose • California Physical Education – High School Course II • Assessments 	<ul style="list-style-type: none"> • Student Outcomes • Suggested Student Tasks • Suggested Resources 	<ul style="list-style-type: none"> • Pedagogical Considerations • Common Core State Standards & Appendices • AVID Resources • Planning Guides & Sample Unit of Study • Access & Equity: ELs & Students w/ Disabilities 	<ul style="list-style-type: none"> • Cross-Curricular Connections: H/SS & Math • Cross-Curricular Connections: Science (leverage, biomechanics) • Global Competencies & 21st Century Learning • Web Resources

The IG Purpose:

The purpose of this Instructional Guide is to provide teachers with both **structure** and **choice** for unit and lesson planning. As you review the guide, you'll notice that it includes the following: **Essential Questions**, **Student Outcomes**, **Sample Student-Generated Evidence**, and **Resources**. These components are reflective of the Physical Education Standards, Common Core Standards, the Physical Education Framework, and Sweetwater's one-to-one device initiative. The goal is for teachers to collaboratively plan units in PLCs that address the critical areas of study and student outcomes. Teachers should address all critical areas of study and outcomes during the semester. Teachers should backwards map units that require students to read and write a variety of text types. Students should engage in language and speaking/listening activities within reading and writing experiences on a daily basis.

Physical Education – High School Course II Content Standards

<https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf>

[PE/Health Back to School Toolkit](#) (one stop shop for all things PE and Health)

Team Sports Slide Decks

District Assessments

Performance Task:

- Fitnessgram

EOC: [add hyperlink to blueprint](#)

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| <ul style="list-style-type: none">• Baseball/Softball/OTL• Basketball• Cricket• Football• SD Strikeforce Football Curriculum• Gymnastics/Tumbling• SD Seals Lacrosse Curriculum• Lacrosse• Rugby 101(Video)• Rugby Curriculum• Soccer• Team Handball• Ultimate Frisbee• Volleyball• Self-Defense• Self-Defense SDCOE | |
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Critical Area of Study 1: Fitness Knowledge

Essential Questions:

- ❖ What are the primary fitness skills that relate to performance in combative, gymnastic/tumbling, and team activities?
- ❖ How do you apply the principles of biomechanics to improve performance in combative, gymnastic/tumbling, and team activities?
- ❖ How do emotional, physical and cognitive factors affect performance?
- ❖ What physical fitness plan would best fit my needs, and what resources do I have to support accomplishing my fitness goals?

Language Development Standards

[L.A.1 \(Exchanging information and ideas\)](#)

[L.B.5 \(Listening actively\)](#)

[L.C.10 \(Writing\)](#)

Student Outcomes

10.1.3 – [Explain](#) the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and [apply](#) those components in performance.

10.1.5 [Explain](#) the use of the principles of biomechanics (leverage, force, inertia, rotary motion, and opposition); apply the principles to achieve advanced performance in combative, gymnastic/tumbling, and team activities; and [evaluate](#) the performance based on use of the principles.

10.1.6 [Evaluate](#) the relationships of physical, emotional, and cognitive factors affecting individual and team performance.

10.1.8 [Analyze](#) and [explain](#) which training and conditioning practices have the greatest impact on skill acquisition and performance in combative, gymnastic/tumbling, and team activities.

Sample Student-Generated Evidence

- Annotated texts that relate to performance strategies used for combative, gymnastic/tumbling, and team activities.
- Multimedia presentation describing the principles of biomechanics and how they apply to performance.
- Case study of various athletic performances with a written analysis of how physical, emotional, and cognitive factors affected performance.

Resources

- [Kinesiology and Biomechanics \(Study.com\)](#)
- [Sports: The Power of Emotions](#)
- [Cognitive Sports Training: How Can It Improve Performance?](#)
- Combative Sports
 - [USA Wrestling](#)
 - [Jiu Jitsu](#)
 - [Martial Arts](#)
- [Gymnastics Techniques/Video Links](#)
- Team Sports
 - [Basketball](#)

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<p>10.1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>10.2.5 Justify the use of particular physical activities to achieve desired fitness goals.</p> <p>10.2.6 Develop and describe a physical fitness plan that enhances personal health and performance in future leisure and workplace activities.</p> <p>10.2.7 Develop and implement an appropriate personal physical fitness program for a family or community member.</p> <p>10.2.8 Explain how to evaluate consumer physical fitness products and programs.</p> <p>10.2.9 Identify and evaluate ergogenic aids that claim to enhance body composition, appearance, physical fitness, and performance.</p> <p>10.2.10 Evaluate the availability and quality of fitness resources in the community</p> <p>ELA Standards CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5</p>	<ul style="list-style-type: none"> ➤ Individual Fitness Plans, including nutrition, exercise, and resources to be utilized (gym, fitbit, nutrition app, etc.) ➤ Consumer Analysis Project – Each student analyzes a particular fitness business/product or ergogenic aid, and creates a comprehensive report (poster, PPT, etc.) to share their findings and rationale with class. ➤ Create a Fitness "App" for a family member or friend that would best fit his or her fitness needs. ➤ Create a consumer guide "map" of the community with fitness ratings for local businesses and resources. 	<ul style="list-style-type: none"> ○ Baseball ○ Soccer ○ Football ○ Lacrosse ➤ Personal Wellness Inventory ➤ Becoming an Informed Fitness Consumer (Lesson) ➤ Steps for Fitness Plan Introduction ➤ Fitness Plan Template ➤ Article/Text on 5 Components of Physical Fitness ➤ Food Log ➤ Article on Exercise Variation to prevent plateau ➤ Health and Fitness Advertising ➤ Advertising – Health and Fitness Product Claims ➤ Misleading Advertising ➤ Misleading Advertising Article ➤ Writing Resources
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CCSS.ELA-LITERACY.SL.9-10.6		
Critical Area of Study 2: Combatives		
Essential Questions: <ul style="list-style-type: none"> ❖ What are the skills needed to enhance performance in combative sports? ❖ How do I apply defensive, offensive, and transition strategies to combative performance? ❖ Based on feedback and self-analysis, how could I create a fitness and training plan to strengthen my skills and improve performance in combative sports? 		Language Development Standards <u>I.A.1</u> (Exchanging information and ideas) <u>I.B.5</u> (Listening actively) <u>I.C.10</u> (Writing)
Student Outcomes 10.1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 10.1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 10.1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/ tumbling, and team activities and apply those components in performance. 10.1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.	Sample Student-Generated Evidence <ul style="list-style-type: none"> ➤ Annotated Article on Benefits of Martial Arts With Written Precis/Summary ➤ Graphic Organizer with Peer Feedback and Self-Analysis of Performance ➤ Multimedia Presentation of How to Perform Specific Techniques ➤ Research Report on One Discipline in Martial Arts (history, description of discipline, current status, etc.) 	Resources <ul style="list-style-type: none"> ➤ USA Wrestling Curriculum ➤ Article on Benefits of Martial Arts ➤ Martial Arts Are an Art (Washington Post Article) ➤ Martial Arts Fitness Curriculum ➤ AAHPERD Self-Defense Lessons ➤ Self Defense Techniques Video ➤ ABC's of Self Defense SDCOE Curriculum

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<p>10.1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities.</p> <p>10.1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>ELA Standards CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5</p>	<ul style="list-style-type: none"> ➤ Group Discussion on the Importance of Knowing Self-Defense Techniques ➤ Partner Demonstration of a Martial Arts and/or Self-Defense Technique ➤ Public Service Announcement (Multimedia, Poster, etc) Regarding the Need for Self-Defense Skills 	<ul style="list-style-type: none"> ➤ Writing Resources
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CCSS.ELA-LITERACY.SL.9-10.6

Critical Area of Study 3: Team Sports

Essential Questions:

- ❖ What are the skill-related components of proficient performance in a team sport?
- ❖ How do the defensive, offensive, and transition strategies and tactics compare and contrast in various team sports?
- ❖ How can I adapt my strategy in a team sport depending upon the play/situation?
- ❖ What are my personal strengths and needed areas of improvement in various team sports? How can I create a training plan to enhance my performance?

Language Development Standards

- L.A.1 (Exchanging information and ideas)
L.B.5 (Listening actively)
L.C.10 (Writing)

Student Outcomes

- 10.1.1 **Combine** and **apply** movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities.
- 10.1.2 **Demonstrate** proficient movement skills in combative, gymnastic/tumbling, and team activities.
- 10.1.3 **Explain** the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/

Sample Student-Generated Evidence

- Partner or group demonstration of particular skill in a team sport.
- Multimedia presentation of the essential skills in a team sport.
- Step-by-Step Guide with Visuals on a Particular Skill in a Team Sport
- Annotated Article and Written Summary of the Impact of a Team Sport on an Athlete

Resources

- Team Sports (Basic Skills)
 - [Basketball](#)
 - [Baseball](#)
 - [Soccer](#)
 - [Football](#)
 - [Lacrosse](#)
- ["Four Reasons Why Team Sports are a Win-Win for Teens"](#)
- [Social and Academic Benefits of Team Sports](#)
- Basketball
 - [March Madness Lessons](#)

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<p>tumbling, and team activities and apply those components in performance.</p> <p>10.1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities.</p> <p>10.1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>ELA Standards CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.7</p>	<ul style="list-style-type: none"> ➤ Partner or Group Debate on Whether Team or Individual Sports Have Greater Benefits ➤ Peer Feedback and Self Analysis (Graphic Organizer) on Performance of a Particular Skill in a Team Sport ➤ Classroom Tournament with Brackets ➤ Instructional Video to Teach Elementary Students a Particular Skill 	<ul style="list-style-type: none"> ○ Ball Handling and Dribbling ○ Passing and Shooting ○ Station Challenge Lesson ➤ Baseball <ul style="list-style-type: none"> ○ PhysEd Games ○ History of Baseball Video ○ How to Catch a Baseball Video ➤ Soccer <ul style="list-style-type: none"> ○ Sample Soccer Unit ○ Sample Soccer Unit ○ Soccer Drills – US Youth Soccer ○ Soccer Positions Video ○ Soccer Drills Video ➤ Football <ul style="list-style-type: none"> ○ Sample Flag Football Unit Plan ○ Sample Flag Football Unit Plan ○ "Tiger Pull" Game ○ Flag Football Positions Video ○ How to Throw a Football Video ➤ Lacrosse <ul style="list-style-type: none"> ○ USA Lacrosse High School Curriculum ○ "Toss Across Lacrosse" Lesson ○ Lacrosse Instructional Videos (Use the Free Ones!) ○ Lacrosse Drills Videos ➤ Writing Resources
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CCSS.ELA-LITERACY.W.9-10.8 CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6		
Critical Area of Study 4: Tumbling/Gymnastics		
Essential Questions: <ul style="list-style-type: none"> ❖ What are the essential movement skills needed to perform gymnastics and/or tumbling routines? ❖ How does a gymnast transition from one stunt to the next? ❖ Based upon feedback and self-reflection, what would be an effective training plan to improve my gymnastics/tumbling skills? 		Language Development Standards <u>I.A.1</u> (Exchanging information and ideas) <u>I.B.5</u> (Listening actively) <u>I.C.10</u> (Writing)
Student Outcomes 10.1.1 Combine and apply movement patterns, from simple to complex, in combative, gymnastic/tumbling, and team activities. 10.1.2 Demonstrate proficient movement skills in combative, gymnastic/tumbling, and team activities. 10.1.3 Explain the skill-related components of balance, reaction time, agility, coordination, explosive power, and speed that enhance performance levels in combative, gymnastic/tumbling, and team activities and apply those components in performance.	Sample Student-Generated Evidence <ul style="list-style-type: none"> ➤ Recorded and/or Demonstrated Gymnastics Routine ➤ Research Project (Poster, Video, PPT, Written Biography, etc.) on a Professional or Olympic Gymnast ➤ Multimedia Presentation of Five Essential Skills Needed to Perform Gymnastics/Tumbling Routines ➤ Written Analysis of Peer Feedback and Self-Reflection of a Routine ➤ Video Analysis of Skills Used by a Gymnast in a Floor Routine 	Resources <ul style="list-style-type: none"> ➤ Balancing/Stunts Lesson Plan ➤ USA Gymnastics Library ➤ Sample Unit Plan for Gymnastics ➤ Balance Lesson Plan ➤ How to Teach Gymnastics in PE (PE Specialist) ➤ Sample Gymnastics Unit Plan ➤ Gymnastics Activities for Beginners

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<p>10.1.4 Explain and demonstrate advanced offensive, defensive, and transition strategies and tactics in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.7 Analyze and evaluate feedback from proprioception, from others, and from the performance of complex motor (movement) activities to improve performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.9 Create or modify practice/training plans based on evaluative feedback from skill acquisition and performance in combative, gymnastic/tumbling, and team activities.</p> <p>10.1.10 Analyze situations to determine appropriate strategies to use in combative, gymnastic/ tumbling, and team activities.</p> <p>10.1.11 Assess the effect/outcome of a particular performance strategy used in combative, gymnastic/tumbling, and team activities.</p> <p>ELA Standards CCSS.ELA-LITERACY.W.9-10.2 CCSS.ELA-LITERACY.W.9-10.4 CCSS.ELA-LITERACY.W.9-10.6 CCSS.ELA-LITERACY.W.9-10.7 CCSS.ELA-LITERACY.W.9-10.8</p>	<ul style="list-style-type: none"> ➤ Fitness and Training Plan for Improved Personal Performance ➤ Students Judge Video Performances of Routines and Score According to Olympic Standards ➤ Advertisement (Graphic Design, Commercial, etc.) on Topic of How Gymnastics/Tumbling Skills Support Improved Performance in Other Sports 	<ul style="list-style-type: none"> ➤ Article on Transfer of Gymnastics Skills to Hockey ➤ Video - Gymnastics as the Foundation for All Sports ➤ Article - Benefits of Gymnastics Training ➤ Writing Resources
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CCSS.ELA-LITERACY.SL.9-10.1 CCSS.ELA-LITERACY.SL.9-10.2 CCSS.ELA-LITERACY.SL.9-10.3 CCSS.ELA-LITERACY.SL.9-10.4 CCSS.ELA-LITERACY.SL.9-10.5 CCSS.ELA-LITERACY.SL.9-10.6		
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(Subject Area) Resources		
Pedagogical Considerations	Common Core State Standards & Appendices	Access & Equity for English Learners & Students w/ Disabilities
<p>Physical Education Framework Dimensions: https://www.cde.ca.gov/ci/pe/cf/documents/peframework2009.pdf</p> <p>ELA/ELD Framework Dimensions: Expanded View of the ELA/ELD Framework Resources → A Collection of Resources That Support the Implementation of the English Language Arts/English Language Development Framework.</p>	<p>College and Career Readiness Anchor Standards: Anchor Standards for Reading Anchor Standards for Writing Anchor Standards for Speaking and Listening Anchor Standards for Language</p> <p>Physical Education Standards https://www.cde.ca.gov/be/st/ss/documents/pestandards.pdf California Common Core State Standards PDF</p> <p>CCSS Appendices: Appendix A - Appendix B - Appendix C</p>	<p>Read: H/SS Framework Chapter 20: Access & Equity To ensure access & equity for all students, make sure to:</p> <ul style="list-style-type: none"> □ anticipate needs: social/emotional, language □ build on individual strengths: learning style, background knowledge, cultural awareness □ embed scaffolds, strategies, interactive structures, supports □ expect all students to achieve grade-level academic standards □ provide accommodations during instruction and assessment □ create multiple opportunities and entry points <p>English Learners: Make clear distinctions between LANGUAGE and CONTENT. For LTELs, limited academic language proficiency in both languages inhibits mastery discourse/products are language-intensive.</p> <ul style="list-style-type: none"> ● Use: EL Strategies for Equity and Access in ELA ● Quick links: Academic Language Toolkit, ELA/HSS ELD "Placemat" Tool, English Learner Master Plan, ELD Links, College and Career Readiness Anchor Standards with ELD Links ● More LTEL Resources: Join the SUHSD ELA LTEL Network
AVID Resources	Planning Guides & Sample Unit of Study	
<p>AVID ELA Strategies Canvas Course: By clicking on this link, you will be prompted to "Enroll in Course" (the first time you log in) and "Go to the Course" every time thereafter.</p>	<p>Planning Guides: Understanding By Design Template (UBD) Design Guide for UBD Template Universal Design for Learning (UDL)</p>	

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<p>AVID Excel: This middle school AVID program is a designated LTEL Intervention for EL students at participating schools in 7th and 8th grade. Teachers of AVID Excel and Core ELA teachers collaborate to discuss common strategies, content words and language strategies.</p>	<p>Guidelines for UDL Template NCUST Template SDCOE Mastery Planning Guide</p>	<p><u>Students w/ Disabilities:</u> Make sure to review each student "IEP At A Glance" document and work together with your special education team at your school site to ensure success for all.</p> <ul style="list-style-type: none">• Use: SWD Strategies for Equity and Access in ELA• Quick links: Universal Design for Learning (CAST), UDL examples and resources, Scaffolds and Supports for SWD (Engage NY) <p><u>Dual-Identified Students:</u> Approximately one-third of SUHSD English learner students are also identified as students with disabilities. See IEP for specific EL goals and work together with your special education team at your school site.</p>
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PE Resources		
Cross-Curricular Connections: HSS & Math	Cross-Curricular Connections: Science & PE & ELA & World Language	Global Competencies & 21st Century Learning
<p>World Cultures 7: Students compare and contrast the geographic, political, economic, religious, and social structures of: The Americas India China Japan Southwestern Asia</p> <p>US History 8: The Divergent Paths of the American People: 1800–1850 The South 1800–1850 The West Causes and Consequences of the Civil War The Rise of Industrial America: 1877–1914</p> <p>World Geography 9: Agriculture, Food Production and Land Use Industrial Development and Environment Contemporary Human Rights Issues Research Unit</p>	<p>8th Grade Science, General Science 2: History of Earth Growth, Development, & Reproduction of Organisms Natural Selection and Adaptations Waves & Electromagnetic Radiation Human Impacts Space Systems Engineering & Technology</p> <p>Biology: Structure and Function Inheritance and Variation of Traits Natural Selection and Evolution Engineering Design Interdependent Relationships in Ecosystems</p> <p>Chemistry: Structures and Properties of Matter Energy Engineering and Technology Space Systems Weather and Climate Earth's Systems</p>	<p>Global Competency Domains Global Competence Rubrics & Outcomes Global Competence is a 21st Century Imperative – NEA What is Global Competence? Chapter 10 CA ELA/ELD Framework: 21st Century Learning P21 Framework UN Sustainable Development Goals Global Oneness Project</p>
		Web Resources:
		<p>iPad Apps and Web Tools Free CCSS Curriculum Lexile Analyzers News and Rhetoric-related Sites Interactive Sites for Lessons/Units Videos Free Books for your Class/School Cool Teacher Sites</p>

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<p>World History 10:</p> <p><u>US History 11:</u> America's Participation in WWII Transformation of Post WWII US & Foreign Policy Development of Federal Civil Rights and Voting Rights Contemporary American Society</p> <p>Government: Foundation of US Democracy, Political Systems Institutions of National Government Civil Rights and Civil Liberties Campaigns, Political Parties, Media's Role</p> <p>Economics: Economic Concepts, Decision-making US Market Economy Economic Behavior and Fed. Government Role Global Economy</p> <p>7th Grade Mathematics: Standards for Mathematical Practice</p> <p>8th Grade Mathematics: Standards for Mathematical Practice</p> <p>9th-10th Grade Mathematics: Standards for Mathematical Practice</p> <p>11th/12th Grade Mathematics: Standards for Mathematical Practice</p>	<p>Matter & Energy in Organisms and Ecosystems</p> <p>Physics: Waves and EM Radiation Engineering Design Space Systems Forces and Interactions Energy</p> <p>Earth Science: Earth's Systems Weather and Climate Human Sustainability Weather and Climate Engineering Design</p> <p><u>Physical Education</u></p> <p>PE 7 Fitness Knowledge Individual and Dual Activities Multicultural Dance Combatives</p> <p>PE 8 Tumbling/Gymnastics Square Dancing Team Sports Fitness Knowledge</p> <p>PE 9 Aquatics Fitness Knowledge Dance/Rhythmic Activities Individual and Dual Activities</p>	
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	<p>PE 10 Fitness Knowledge Combatives Team Sports Tumbling/Gymnastics</p> <p>English 7-12 Literature focus includes but is not limited to the following:</p> <p>English 7: Historical fiction *see RL 7.7 & RL 7.9</p> <p>English 8: Modern Fiction (with themes, patterns of events, or character types from myths, traditional stories, or religious works) *see RL 8.7 & RL 8.9</p> <p>English 9-10: World Literature *see RL 9-10.6 & RL 9-10.7 & RL 9-10.9</p> <p>English 11-12: American Literature from 18th-20th centuries & Shakespeare *see RL 11-12.7 & RL 11-12.9</p>	
District Approved Materials	Equity & Culture	
www.sweetwaterpe.org		