*HIGH SCHOOL SCOPE & SEQUENCE*

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| **Yearly Unit Calendar** |
| **Protocols / Gym Rules (1 week)** |
| ***Unit 1: Team Sports (Select 2: Each sport 5 weeks)*** |
| **9th and 10th:** |
| Soccer |
| Basketball |
| Field Hockey |
| Flag Football |
| **Total: 10 weeks (2** sports @**5** weeks each**)** |
| **11th and 12th:** |
| Team Handball |
| Volleyball |
| Ultimate Frisbee |
| Floor Hockey |
| **Total: 10 weeks (2** sports **x 5** weeks each**)** |
| ***Unit 2: Personal Fitness (6 weeks + Fitness Testing)*** |
| **Fitness Testing (1 week)** |
| Circuit Training |
| Weight Training |
| Yoga/Pilates |
| Aerobic |
| **Fitness Testing (1 Week)** |
| **Total: 8 weeks** |
| ***Unit 3: Individual/Duel Sports (Select 2: Each sport 4 weeks)***  |
| **9th/10th:**  |
| Badminton |
| Pickleball |
| Cycling |
| Bowling |
| **Total: 8 weeks (2** sports @**4** weeks each**)** |
| **11th/12th:** |
| Fencing |
| Golf |
| Archery |
| Tennis |
| **Total: 8 weeks** |
| ***Unit 4: Aquatics (3 weeks)*** |
| Swimming/Diving |
| Water Games |
| Aquatic Fitness |
| ***Unit 5: Dance (3 weeks)*** |
| Folk/line Dance |
| Ballroom Dance |
| Creative Dance |
| ***Unit 6: Gymnastics (3 weeks)*** |
| Balancing |
| Tumbling |
| Developing a Routine |
| **Total: 9 weeks (3** units @**3** weeks each**)** |
| **Total for ALL UNITS: 36 weeks** |

Students will choose 2 individual/duel sports, 2 team sports, 1 fitness course, rotate through aquatics, dance, and gymnastics.

All students are required to participate in aquatics, dance, and gymnastics.

**Program Description:**

The high school physical education program is based around a selective system, in which students have the opportunity to choose the activities they participate in over the 36-week school year. Our goal is to provide each student with a unique learning experience through exploring a variety of lifetime physical activities. Each student (grades 9-12) will participate in team/individual sports, fitness, dance, gymnastics, and aquatics throughout the year. Students will master skills for both sport and rhythmic activities, develop cognitive abilities through understanding of rules/strategy application, and use social skills when interacting this peers to solve problems/accomplish tasks. In addition, much emphasis is placed on physical fitness, as it is integrated into each unit. Upon graduation, we hope for each student to reach his/her highest level of health related fitness and develop an appreciation for life-long physical activity!

**Physical Education 9th and 10th:**

Students in 9th and 10th are grouped for the selection process and offered a choice of which team sports, individual/duel sports, and fitness activities they would like to participate in for each unit. All students in 9th and 10th grade are required to participate in the aquatics, dance, and gymnastics units.

**Course Selection Requirements 9th/10th:**

* All students must choose **2** team sports from the following list:
	+ Soccer
	+ Basketball
	+ Field Hockey
	+ Flag Football

\* The team sports unit will last **10** weeks total. Students will participate in 2 different sports for **5 weeks each**.

* All Students must choose **1** of the fitness activities from the following list:
	+ Circuit Training
	+ Weight Training
	+ Yoga/Pilates
	+ Aerobic Fitness

\* The fitness unit will be **6** weeks long. Each student will participate in the course they select for the **entire 6 weeks**. All courses will cover material on the benefits of exercise and provide students with skills necessary to incorporate fitness into their daily schedules. An additional **2** weeks will be spent for fitness testing to track student progress in physical fitness.

* All Students must choose 2 of the individual/duel sports from the following list:
	+ Badminton
	+ Pickleball
	+ Bowling
	+ Cycling

\*The individual/duel sports unit will last **8** weeks total. Students will participate in 2 different sports for **4 weeks each**.

* All students in 9th and 10th grade are **required** to participate in the aquatics, dance, and gymnastics units. All of these units will occur during the final marking period of the school year. Students will be divided into groups and assigned to one of the **3 units** for each section of the marking period. The units will be 3 weeks in length. Each student will participate in **ALL** of activities for the following units:
	+ Aquatics:
		- Swimming/Diving
		- Water Games
		- Aquatic Fitness
* Dance:
* Folk/Line Dance
* Ballroom Dance
* Creative Dance
* Gymnastics:
* Balancing
* Tumbling
* Developing a Routine

**Physical Education 11th and 12th:**

Students in 11th and 12th are grouped for the selection process and offered a choice of which team sports, individual/duel sports, and fitness activities they would like to participate in for each unit. All students in 11th and 12th grade are required to participate in the aquatics, dance, and gymnastics units.

**Course Selection Requirements 11th/12th:**

* All students must choose **2** team sports from the following list:
	+ Team Handball
	+ Volleyball
	+ Ultimate Frisbee
	+ Floor Hockey

\* The team sports unit will last **10** weeks total. Students will participate in 2 different sports for **5 weeks each**.

* All Students must choose **1** of the fitness activities from the following list:
	+ Circuit Training
	+ Weight Training
	+ Yoga/Pilates
	+ Aerobic Fitness

\* The fitness unit will be **6** weeks long. Each student will participate in the course they select for the **entire 6** **weeks**. All courses will cover material on the benefits of exercise and provide students with skills necessary to incorporate fitness into their daily schedules. An additional **2** weeks will be spent for fitness testing to track student progress in physical fitness.

* All Students must choose 2 of the individual/duel sports from the following list:
	+ Fencing
	+ Golf
	+ Archery
	+ Tennis

\*The individual/duel sports unit will last **8** weeks total. Students will participate in 2 different sports for **4 weeks each**.

* All students in 11th and 12th grade are **required** to participate in the aquatics, dance, and gymnastics units. All of these units will occur during the final marking period of the school year. Students will be divided into groups and assigned to one of the **3 units** for each section of the marking period. The units will be 3 weeks in length. Each student will participate in **ALL** of activities for the following units:
	+ Aquatics:
		- Swimming/Diving
		- Water Games
		- Aquatic Fitness
* Dance:
* Folk/Line Dance
* Ballroom Dance
* Creative Dance
* Gymnastics:
* Balancing
* Tumbling
* Developing a Routine

**Fitness Testing:**

* All students (9th-12th) will participate in Fitnessgram Testing at the beginning and end of the **Personal Fitness** **Unit** to track progress.

\*Below is an example of selection chart for a 9th/10th grade physical education student:

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| --- | --- | --- |
| **Selective Units** | Choices | Weeks |
| Gym Protocols/Rules | 1 |
| Team Sports (2) | Soccer (5 weeks)  | Basketball (5 weeks) | Field Hockey (5 weeks) | Flag Football (5 weeks) | 10 |
| Personal Fitness (1)/2 weeks Fitness Testing | Circuit Training (6 weeks) | Weight Training (6 weeks) | Yoga/Pilates (6 weeks) | Aerobic Fitness (6 weeks) | 8 |
| Individual/Duel Sports (2) | Badminton (4 weeks) | Pickleball (4 weeks) | Cycling (4 weeks) | Bowling (4 weeks) | 8 |
| **Required Units** | First Section | Second Section | Third Section | - |
| Aquatics | 3 weeks | - | - | 3 |
| Dance | - | 3 weeks | - | 3 |
| Gymnastics | - | - | 3 weeks | 3 |
| Total Weeks  | 36 |

**Rationale:**

The basis of this program is to provide all students with numerous opportunities to develop a personal meaning for lifelong physical activity. Students are given a variety of options in physical education, allowing each individual to participate in a class that strikes their interest most. Unlike most high school curriculums, this selective program offers wide range of activities beyond team sports. Physical fitness has become the backbone of this program and is incorporated into all units through instant activities and warm-ups. In addition, all students are required to participate in the aquatics, dance, and gymnastics units, exposing them to a “new” physical education that provides educational across all learning domains.

This selective program offers different choices between the two high school grade bands. This maximizes the number of different activities that students come across throughout their high school career. There are also common strategies shared among some of the games in the sports units. For instance, badminton and tennis have common strategies or tactics because they are both net games. This connection allows students to apply knowledge learned when engaged in other activities. A student from 10th grade will progress from badminton to the faster paced game of tennis.

When developing this program, much of the focus was based around providing a unique learning experience for all students. This selective format encourages students to try new activities and maybe even go outside of their comfort zone. Whether it is learning to develop an effective circuit-training program or understanding golf etiquette, all students will leave this program with knowledge that leads to an enjoyable and physically active lifestyle!

STANDARDS:

**National:**

**Standard 1**: The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

**Standard 2**: The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

**Standard 3:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

**Standard 4**: The physically literate individual exhibits responsible personal and social behavior that respects self and others.

**Standard 5**: The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

**PA:**

* **10.4.9A:** Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.
* **10.4.9 F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.
	+ Group Dynamics
	+ Social Pressure
* **10.4.12 A:** Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.
* **10.4.12 B:** Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.
	+ Social
	+ Physiological
	+ Psychological
* **10.5.9A:** Describe and apply the components of skill-related fitness to movement performance. •
* Agility
* Balance
* Coordination
* Power
* Reaction time
* Speed
* **10.5.9F:** Describe and apply game strategies to complex games and physical activities.
* Offensive strategies
* Defensive strategies
* **10.5.12A:** Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.