DEPARTMENT NAME: Health & Wellness: P.E. GRADE LEVEL: 10th	**YEAR AT A GLANCE** **Student Learning Outcomes by Marking Period** **2014-2015**

FIRST TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 9/4/14 Suggested Completion Date: 9/19/14	**Unit: Intro to PE ***Unit Title: PE 101*	• Content/skill SWBAT statement (corresponding standards) • Analyze the role that physical education plays in leading a healthy lifestyle (LL. 48, LL. 53) • Identify physical activities that are enjoyable for personal or social reasons (PS. 35, LL. 39) • Explain participation factors that make physical activity personally enjoyable or not (PS, 39, LL. 58) • Explain procedures and class norms that can contribute to a positive climate in physical education (PS. 37, PS. 39) • Demonstrate mastery of all seven locomotor movements within various activity settings (M. 69)
Suggested Completion Date: 10/17/14	**Unit: Personal & Social: Cooperation, Problem Solving & Inclusion Unit Title examples: ***Project Adventure, Cooperative Team Games, Orienteering*	• Content/skill SWBAT statement (corresponding standards) • Analyze the role that physical activity plays in enhancing social skills (PS. 35) • Demonstrate the ability to cooperate with partners, small groups and large groups in various physical activities by using positive and inclusive behaviors and language (PS. 36) • Demonstrate proper etiquette, as defined by instructor, in a physical activity setting (PS. 38) • Demonstrate the ability to work with a partner or group to solve a problem in a physical activity setting (PS. 43) • Analyze and utilize the strengths of others in a physical activity setting (PS. 46) • Participate willingly with all individuals and groups in cooperative activities (PS. 50) ***Unit should demonstrate variety or expand upon skills taught in 9th grade***
Suggested Completion Date: 11/7/14	Unit: Movement Skills & Concepts: Invasive Sports Unit Title examples: ***Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to perform at least three manipulative skills related to a given invasive sport (M. 71) • Demonstrate the ability to apply manipulative skills effectively in an invasive sport setting (M. 72, M. 81) • Analyze movement skill cues associated with an invasive sport and use them to improve performance (M. 73, M. 81) • Demonstrate the ability to apply offensive and defensive strategies in an invasive game (M. 80, M. 81) • Demonstrate the ability to apply basic rules and scoring for a given invasive sport (M. 77/78, M. 81) • Demonstrate the ability to access information related to participating in invasive sports outside of physical education (LL.61, M. 81, F. 73) ***Unit should demonstrate variety or expand upon skills taught in 9th grade***
First Marking Period Ends: 11/7/14 Assessments During This Period: *SPARK Folio High School assessments*		

DEPARTMENT NAME: Health & Wellness: P.E. GRADE LEVEL: 10th	**YEAR AT A GLANCE** **Student Learning Outcomes by Marking Period** **2014-2015**

SECOND TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 11/10/14 Suggested Completion Date: 11/26/14	*Unit: Health-Related Fitness Unit Title: ***FitnessGram Pre-Assessment***	• Content/skill SWBAT statement (corresponding standards) • Analyze the role of FitnessGram in determining and maintaining personal fitness level (F. 69, F. 70) • Explain both the five components of health-related fitness and the assessments associated with each component (F.69) • Describe the assessment protocol of each FitnessGram component (F. 69) • Demonstrate the ability to reach the healthy fitness zone for at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 58, F. 62, F. 63, F. 66, F. 67)
Suggested Completion Date: 12/23/14	Unit: Health-Related Fitness Unit Title examples: ***Total Fitness, Circuit Training, Personalized Fitness Planning, Fitness and Conditioning, Yoga, Pilates, Parkour***	• Content/skill SWBAT statement (corresponding standards) • Sustain movements that increase heart rate and breathing for increasing amounts of time (F. 57) • Compare and contrast the functions of the heart and rest before, during and after exercise (F. 58) • Demonstrate the ability to support own body weight for at least 30 seconds in various positions (F 61) • Demonstrate the ability to hold several stretch positions for at least 30 seconds (F. 65) • Create a personal fitness goal based on FitnessGram data (F. 69) • Explain the F.I.T.T principle as it relates to fitness training (F. 69) • Define physiology and identify basic physiological concepts (F. 71) • Relate concepts of physiology to exercise and physical activity (F. 71) ***Unit should demonstrate variety or expand upon skills taught in 9th grade***
Suggested Completion Date: 1/30/15	Unit: Movement Skills & Concepts: Net/Wall Games Unit Title examples: ***Net/Wall sports 101, Tennis, Badminton, Volleyball, Pickleball, Wallball, Handball (wall style), Squash***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to perform at least three manipulative skills related to a given net/wall (M. 71) • Demonstrate the ability to apply manipulative skills effectively in a net/wall game setting (M. 72, M. 81.5) • Analyze movement skill cues associated with a net/wall sport and use them to improve performance (M. 73, M. 81.5) • Demonstrate the ability to apply offensive and defensive strategies in a net/wall game (M. 80, M. 81.5) • Demonstrate the ability to apply basic rules and scoring for a given invasive net/wall sport (M. 77/78, M. 81.5) • Demonstrate the ability to access information related to participating in net/wall sport outside of physical education (LL.61, M. 81.5, F. 73) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Second Marking Period Ends: 1/30/15 Assessments During This Period: *FitnessGram assessment Fall 2014 grades 4-12; SPARK Folio High School assessments*		

DEPARTMENT NAME: Health & Wellness: P.E. GRADE LEVEL: 10th	**YEAR AT A GLANCE** **Student Learning Outcomes by Marking Period** **2013-2014**

THIRD TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 2/2/15 Suggested Completion Date: 2/27/15	Unit: Movement Skills and Concepts: Invasive Games Unit Title examples: ***Invasive sports 101, soccer, basketball, rugby, flag football, handball (team style), Netball, hockey, field hockey***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to perform at least three manipulative skills related to a given invasive sport (M. 71) • Demonstrate the ability to apply manipulative skills effectively in an invasive game setting (M. 72, M. 81) • Analyze movement skill cues associated with an invasive sport and use them to improve performance (M. 73, M. 81) • Demonstrate the ability to apply offensive and defensive strategies in an invasive game (M. 80, 81) • Demonstrate the ability to apply basic rules and scoring for a given invasive sport (M. 77/78, M. 81) • Compare and contrast two invasive sports in terms of skills, rules, concepts and strategies (M. 71, M. 78, M. 79) • Demonstrate the ability to access information related to participating in invasive sports outside of physical education (LL.61, M. 81, F. 73) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Suggested Completion Date: 3/20/15	Unit: Lifelong Physical Activity Skills: Rhythms & Dance Unit Title examples: ***Hip-Hop Dance, Latin Dance, Zumba, Cultural Dance, Lummi Sticks, Jump Bands, Double Dutch, DDR***	• Content/skill SWBAT statement (corresponding standards) • Perform several types of rhythms and/or dance sequences (LL. 45) • Demonstrate the ability to apply locomotor and non-locomotor skills to a rhythms and/or dance sequence (M. 69, M. 70, LL. 45) • Analyze the role that rhythms and/or dance activities play in personal lifelong physical activity (LL. 47, PS. 48) • Evaluate one's ability to participate in rhythms and/or dance activities at different stages of life (LL. 47, LL. 54) • Demonstrate the ability to participate cooperatively with partner or groups in rhythms and/or dance activities (PS. 36) • Evaluate the historical and cultural relevance of a given physical activity (PS. 48, PS. 49) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Suggested Completion Date: 4/17/15	Unit: Personal & Social: Inclusion Unit Title examples: ***Cultural Games, Non-traditional sports, Rugby, Field Hockey, Netball, Cricket***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the movement skills necessary to participate in inclusive and /or cultural activities (M. 69/70/71) • Analyze the role that physical activity plays in enhancing inclusive skills and understanding of culture (PS. 45) • Explain the strengths of others in relation to their movement skills or social skills (PS. 46) • Create a plan that includes all members of a group to participate effectively in a physical activity (PS. 47) • Evaluate the historical and cultural relevance of a given physical activity (PS. 48, PS. 49) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Third Marking Period Ends: 4/17/15 Assessments During This Period: *SPARK Folio High School assessments*		

DEPARTMENT NAME: Health & Wellness: P.E. GRADE LEVEL: 10th	**YEAR AT A GLANCE** **Student Learning Outcomes by Marking Period** **2014-2015**

FOURTH TERM	**Overarching/general themes**	
Dates	**Textual References**	**To Demonstrate Proficiency by the End of the Quarter Students Will…. (with eligible content references):**
Marking Period Starts: 4/27/15 Suggested Completion Date: 5/15/15	Unit: Movement Skills & Concepts: Field Sports Unit Title examples: ***Field sports 101, baseball, softball, Wiffleball, Kickball, Matball, Golf, Disc Golf, Track & Field***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to perform at least three manipulative skills related to a given field sport (M. 71) • Demonstrate the ability to apply manipulative skills effectively in a field game setting (M. 72, M. 82) • Analyze movement skill cues associated with a field sport and use them to improve performance (M. 73, M. 82) • Demonstrate the ability to apply offensive and defensive strategies in a field game (M. 80, M. 82) • Demonstrate the ability to apply basic rules and scoring for a given field sport (M. 77/78, M. 82) • Demonstrate the ability to access information related to participating in field sports outside of physical education (LL.61, M. 82, F. 73) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Suggested Completion Date: 6/5/15	*Unit: Health-Related Fitness Unit Title: ***FitnessGram post-assessment***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the ability to improve scores in at least 3 out of 5 the following FitnessGram assessments: PACER, push-ups, curl-ups, back saver sit & reach and shoulder stretch (F. 42, F. 46, F. 47, F. 49, F. 50) • Evaluate a previously created personal fitness goal in terms of achievement (F. 69, F. 70) • Explain the relationship between proper nutrition and health-related fitness (F. 75)
Suggested Completion Date: 6/19/15	Unit: Lifelong Physical Activity Skills: Leisure & Wellness Unit Title examples: ***Biking, Walking, Yoga, Pilates Tennis, Golf, Pickleballl, Flying Disc Games, Hiking, Martial Arts, Parkour, Bowling, Skating, Bocce***	• Content/skill SWBAT statement (corresponding standards) • Demonstrate the movement skills necessary to participate in leisure time physical activities (LL. 38, M. 69/70/71) • Analyze how certain leisure activities could meet personal enjoyment needs (LL. 39) • Explain the safety risks associated with given physical activities (LL. 41) • Compare and contrast leisure activities with competitive games (LL. 42) • Analyze the role of leisure activities in reducing stress and increasing relaxation levels of self and others (LL. 55) • Create a plan or routine to use for participation in a leisure activity outside of physical education (LL. 60) ***Unit should demonstrate variety or expand upon skills and concepts taught in 9th grade***
Fourth Marking Period Ends: 6/19/15 Assessments During This Period: *FitnessGram assessment Spring 2015 grades 4-12; SPARK Folio High School assessments*		