

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: **9<sup>TH</sup> Grade Physical Education**

Department: **Physical Education and Health**

Teacher: **Shannon Szepan**

Grade level: **9<sup>th</sup>**

## Description of Course:

This required physical education course is the first of a progression of courses offered at Campbell High School that strives to promote, through total body movement, the health and welfare of all students. An emphasis will be placed on personal fitness, successful teamwork and sportsmanship. The participants will be involved in skill development and learn the rules and strategies in our co-curricular sports offerings including, basketball, badminton, flag football, personal fitness, soccer, track, and volleyball.

## School – Wide Expectations:

### Academic:

1. Exhibit critical thinking and problem solving skills
2. Read write and speak affectively
3. Use resources to obtain information and facilitate learning

### Civic/Social:

2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies:

### Content:

By the end of the semester, students will be able to, understand, assess, demonstrate and apply basic motor skills, rules, and strategies to fitness, basketball, badminton, flag football, volleyball, and cooperative learning units.

- a. **NASPE 3, NH Curriculum Guideline 1:** Engages in a physically active lifestyle
- b. **NASPE 4, NH Curriculum Guideline 2:** Achieves and maintains a health enhancing level of physical fitness.
- c. **NASPE 1, NH Curriculum Guideline 3:** Demonstrates competency in motor skills and movement patterns, proficiency in a few, and applies these skills and patterns in a variety of physical activities.
- d. **NASPE 2, NH Curriculum Guideline 4:** Demonstrates understanding of movement concepts, principles, strategies and tactics as they apply to the development of motor skills and the learning and performance of physical activities.
- e. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction

### Safety and Cooperation:

By the end of the semester, students will be able to recognized and apply proper safety techniques to ensure a positive and safe learning environment.

- a. **NASPE 6, NH Curriculum Guideline 5:** Identifies that physical activity provides opportunities for health enhancement, enjoyment, challenge, self-expression, and social interaction.
- b. **NASPE 5, NH Curriculum Guideline 6:** Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Suggested Texts and Media (Software, A/V, etc.):**

Videos on Biographies of Athletes within each sport in the curriculum, Game footage, Rookie, We are Marshall, Miracle, Hoosiers, Remember the Titans, Rudy, Tae bo, ESPN 30 on 30 series.

**Suggested Instructional Strategies:**

**1. Lecture and Demonstration-** The use of proper demonstration of skills and cue words guides the students in learning the correct techniques for successful participation in class. For example during badminton unit, when discussing the overhead clear the teacher follows the whole part whole demonstration technique method. This technique starts off as demonstration of the skill then cue words, and then a combination of both. (Demonstration-cue words: ready, scratch the back, contact, buckle the seat belt-demonstration with cue words. This brings the skill at an easier level for the students to feel successful.

**2. Project** – Students will gain a broader understanding of a specific sport by gaining a historical perspective on the development of the game. Students not only conduct research but are also required to develop rule interpretation and a unique game that fosters skill development

**3. Feedback-** Teacher during class time uses the sandwich method of giving positive and corrective feedback on students skill, to develop confidence and correct any mistakes students may be experiencing, leaving them with techniques to improve on in a productive manner.

**Suggested Assessment Strategies:**

**1. Quiz/Test-** 50 % multiple choice, true/false, or matching and 50% open response,

**2. Project rubric-** Contains both performance criteria and journaling criteria, see attached badminton

**3. Self Evaluations-** This allows students to assess themselves on participation, self-control, and helping others during class time,

**4. Peer Observation-** Students observe and assess each other on proper skill technique

**5. Teacher Observation-** Teacher watches and observes students during class to make sure students are performing skills correctly and staying on task. Also teacher will provide positive and corrective feedback