Overview for *PHE* grade 9

unit no.	Unit title	Time	Key concept	related concept	global context	Statement of Inquiry	Objectives	ATL skills	Content	Resources
1	Movement	10 Classes	Relationships	Interactions	Identities and Relationships	Developing positive relationships requires commitment to a team approach	Criterion B – Planning for Performance B1, B2, Criterion C – Applying and performing C1, C2, C3 Criterion D – Reflecting and improving performance D1, D2, D3	Social Skills:II. Collaboration skills	Movement Lesson Structure Lesson 1 (can do 2 if time permits)– (music and instruction on s drive) Teacher directed lesson Lesson 2 – dance creation (students create their own dance using the themes and Ideas in the social dance they have already tried – progressive circle or line) Lesson 3 – Discuss – How do 'gestures' turn into dance? What makes movement a 'dance;? Communication through dance. Students learn a movement and teach to another student, the pair then teach another pair and then the 4 teach another 4. The group of 8 then performs the movement for the class. Lesson 5 – Narrative, telling a story. Students create a narrative (Basic story line) Using a combination of different themes. Development of previous tasks to make it more complex. Students need to plan the narrative before commencing, follow the plan to point of realisation. Lesson 6-9 – Create your own dance routine	https://flippingphysed.wordpress.com/ https://mypphysed.wordpress.com/year-8/body-movement/
2	Game Design	10 Classes	Change	Adaptation	Fairness & Development	Change is a process of adaptation	Criteria B - Planning for Performance B1, B2, Criteria C – Applying and Performing C1, C2, C3, Criteria D - Reflecting and Improving Performance D2, D3	Thinking Skill Clusters:	Adapted Games (Disability Awareness & Inclusion Games): The lessons are designed to allow students to experience change in a variety of different adapted and modified games. The lesson activities should focus on games that are adapted for a variety of disabilities. These include physical, visual and hearing impairments. The unit runs for 9 lessons. These may include: 1. Sitting volleyball & sitting badminton 3. Visually impaired soccer (vision glasses) & 2 person soccer 4. Invasion games using Touch Rugby (bell ball -Blind) (Cricket??) 5. Adaptive basketball (Hearing impairment) & Zones 6. Pinfuvote (Ping pong, soccer, volleyball & tennis)	Instructional models for teaching physical education –Metzler https://flippingphysed.wordpress.com/ https://mypphysed.wordpress.com/
3	Fitness	8 Classes	Change	Choice Movement	Identities and relationships	Changes and balance in lifestyle along with healthy choices and movement supports physical and mental well-being.	Objective A: Knowing and Understanding I. Explain physical and health education factual, procedural and conceptual knowledge. II. Apply physical and health education knowledge to analyze issues and solve problems set in familiar and unfamiliar situations. III. Apply physical and health terminology effectively to communicate understanding.	Research Skills - Thinking Skills	Know: Technical innovation, mobile fitness apps. What is personal fitness? What exercises can be done to be fitter? What are short and long term goals? Researching information on the body and how we can make improvements to be stronger or faster. □ Participate in cardiovascular activities. □ Develop muscular strength, endurance and flexibility – fitness testing. □ Participate in basic fitness skills that enhance muscular strength and endurance, aerobic endurance and flexibility. □ Monitor personal fitness. □ Develop leadership skills. --- SO: Students will encourage each other to improve their own personal fitness levels (this is not a competition)	*TEKS for Physical Education *Internet *Videos
4										
5										
6										