



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these tools to better serve teachers.

9th Grade Physical Education • Unpacked Content

For the new Common Core standards that will be effective in all North Carolina schools in the 2012-13.

What is the purpose of this document?

To increase student achievement by ensuring educators understand what the standards mean a student must know and be able to do completely and comprehensively.

What is in the document?

Descriptions of what each standard means a student will know and be able to do. The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must know and be able to do?” and to ensure that description is helpful, specific and comprehensive. In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Physical education teachers need to focus on the most critical of the essential standards that students must know and be able to do. These critical objectives should be assessed (pre, during, post) and shared with the next grade level physical educator. Standards, Assessments and Selection Criteria in highlighted sections are suggested to be the most critical standards to assess.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful, specific and comprehensive. That said, we believe that as this document is used, teachers and educators will find ways in which the unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/>

Introduction

In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.

Motor Skill		9. MS
Essential Standard	Apply competent motor skills and movement patterns needed to perform a variety of physical activities.	
Unpacking What does this standard mean that a student will know and be able to do?		
Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
PE.9.MS.1.1: Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor pursuits, self-defense, dance and gymnastics.	<ul style="list-style-type: none"> • Participate at a competent level in at least one team sport through small-sided games or activities. • Participate at a competent level in at least one individual or dual sport through small-sided games or activities. • Participate at a competent level in at least one other movement form. <ul style="list-style-type: none"> ○ Dance ○ Gymnastics ○ Aquatics ○ Outdoor pursuits or ○ Other non-traditional activities 	
	ASSESSMENT	SAMPLE CRITERIA
	Critical elements will be identified for one teacher selected team, individual/dual sport, and non-traditional activity. Students will have to demonstrate competency for each identified critical element during modified play.	Expectation: At least 80% of the students will demonstrate competency for all critical elements in two of the three categories. At least 40% of the students will demonstrate proficiency for all critical elements in one of the three categories.

PE.9.MS.1.2: Apply fundamental motor skills and complex skills needed to participate successfully in at least three lifetime activities.

Tactical model may be used to teach the fundamental motor and complex skills.

Badminton:

- Use low serves to defend space in badminton.
- Use a variety of offensive shots to create space on opponent's side of net in badminton (overhead clear, overhead drop, high service, underarm clear).
- Use a variety of shots to win points (smash, attacking the short serve, attacking the drop shot).
- To attack as a pair, use communication.
- Use off-the-shuttle movements and on-the-shuttle skills to defend space on own side of net (recovery to center court – footwork, low service).
- Know how to return a smash and a drop shot to defend against an attack

Tennis

- Use a variety of groundstroke placements to keep an opponent moving in a game of tennis.
- Set up an attack to create space on opponent's side by using ground strokes (forehand, backhand, crosscourt, down the line), lob, serve, approach shot, and footwork.
- To defend space on own side of the net use a lob shot and recovery to center.

Golf

- Use proper setup, stance, and swing to hit the golf ball in the intended direction.
- Use different stance and swing plane for hitting a golf ball on an uphill, downhill, sidehill, and uneven lies
- If a course is available, select the proper club and use the correct stance and swing to hit a golf ball out of a hazard.
- If a course is available, use the correct club, stance, and swing to putt the golf ball.

Bowling

- Adjust setup position or starting spot, intermediate target approach release and follow through to successfully knock down all the pins on first ball (strike) and/or to make spares.
- To attain proper pin action determine approach speed, length of arm swing, amount and direction of spin and contact point.
- To pick up splits determine best place to contact the pin, starting position, intermediate target and adjust angle and speed of approach.

Disc Golf

- To aim discs towards a target (hula hoop) use a variety of throws: backhand, sidearm, crossbody and overhead throw.
- Use proper technique for a putt throw and if discs are available determine the correct disc to use.

PE.9.MS.1.3: Apply information and statistical data about personal and group performance to develop strategies to improve game play or participation in activity.	Interpret multiple sets of data to determine the best course of action for a healthy personal lifestyle. Identify and utilize resources in the community that can be accessed to maintain regular physical activity. Evaluate the benefits of various physical activities included in ones personal fitness program.	
	ASSESSMENT	SAMPLE CRITERIA
	Using the sport education model, students will participate in small-sided games or activities for a competitive season. Students will fully implement the sport education model which includes designing practice task for skill improvement, developing strategies for successful game play, collecting skill and tactical data on game play, and making adjustments based on the data. Students will be required to play multiple roles while participating in a season of game play. Students will participate in both self and peer assessments on their contributions to the team.	Expectation: At least 80% of the students will score in the acceptable or above level on the sport education model analytical rubric. Rubric will include categories on skill levels, effective use of tactics/strategies, leadership, fellowship, ability to work with teammates, and ability to make adjustments based on data.
PE.9.MS.1.4: Create movement combinations in rhythmic activities with an emphasis on keeping to the beat of the music.	<ul style="list-style-type: none"> • Groups create movement patterns to music using various sport equipment. • Groups create step aerobics routines to present/perform with the class. • Groups create low impact routines to a certain rhythm. • Students create a dynamic warm-up based on the beat of the music. 	

Movement Concepts		9.MC
Essential Standard	Understand concepts, principles, strategies and tactics that apply to the learning and performance of movement.	
Unpacking What does this standard mean that a student will know and be able to do? The student will demonstrate a competent level of physical activity, sport, and fitness literacy. The student is expected to:		
<ul style="list-style-type: none"> • Demonstrate knowledge of concepts in three different activities by officiating, judging, or refereeing. • Demonstrate competence in basic offensive and defensive strategies or tactics in traditional and non-traditional team, individual, and dual activities. • Apply rules, biomechanical or movement principles, problem solving and concepts to traditional and non-traditional and movement settings. • Analyze and apply information and statistical data about personal and group performance to the improvement of personal fitness and 		

game play (i.e., Fitness scores, statistics from game play to improve offense and defense)

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?	
<p>PE.9.MC.2.1: Create plans for establishing and maintaining lifelong health enhancing behaviors based on concepts of health, fitness, and nutrition.</p>	<p>Apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression; and apply biomechanical principles related to exercise and training such as force, leverage, and type of contraction to create healthy behavior plans for fitness, nutrition and general health.</p>	
	ASSESSMENT	SELECTION CRITERIA
<p>PE.9.MC.2.2: Use complex movement principles to evaluate and improve performance.</p>	<p>Students will create a fitness portfolio that includes a behavior modification plan to improve their overall wellness. The portfolio will include: 1) short and long term goals, 2) describe each of the FITT principles and how their plan addresses each of the FITT principles, 3) specific plans for improving areas of weakness(es) identified through the pre-fitness assessment, 4) specific behavior modification plans for changes in activity levels, eating habits, or other risk behaviors. As part of the portfolio, students will sign a behavior modification contract, 5) students will develop a self-monitoring plan for meeting their long and short term goals and their behavior modification contract.</p> <p>Expectation: At least 80% of the students will meet their short term fitness goals. At least 80% of the students will achieve the acceptable level on an analytical rubric for the portfolio. All students will adhere to their behavior modification contract.</p> <ul style="list-style-type: none"> • Groups are assigned a principle and present how it can improve a specific skill. • How might use of force, torque, levers, air resistance, trajectory/projection and point of contact improve performance? Example: Volleyball-Force applied to a serve on certain points on the ball for topspin or floaters. Badminton- Overhead smash, tennis serve or throwing momentum on backswing and follow through as well as amount of force applied. How much backspin to place on a golf ball when pitching onto a green? How should a football be held in order punt to get a certain trajectory? • Rubric of what to look for in each skill • Peer and self assessments utilizing rubric • Videotape with pause and assess peer or self 	

<p>PE.9.MC.2.3: Generate complex movement concepts that can be used to refine learned skills and to acquire new advanced skills.</p>	<ul style="list-style-type: none"> • List movement concepts used in a particular sport and break these down. • Use the tactical model approach to decide which skills should be advanced • Baseball/Softball-bunt placement based on defense • Volleyball-Type of spike based on defense-spike or tip. • Golf-choosing which type of club to use for distance. Length of club.
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Health-Related Fitness	9.HF
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Essential Standard	Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.
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Unpacking
What does this standard mean that a student will know and be able to do?
 The student is expected to achieve and maintain an acceptable level of health-related fitness utilizing opportunities both in and out of school.

Clarifying Objective	Unpacking What does this objective mean that a student will know and be able to do?
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PE.9.HF.3.1 Evaluate personal health-related physical fitness status in terms of cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.	Participate in and evaluate your fitness scores and develop a plan for progress towards fitness standards/goals in the 5 fitness components.
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	ASSESSMENTS: As part of the fitness portfolio, students will analyze the results of the personal health fitness test and use these results for setting their long and short term goals. At the end of the grading period, students will compare and contrast the post-test results with their pre-test results. Students will reflect on their results.	SAMPLE CRITERIA: Expectation: At least 80% of the students will meet their short term fitness goals. At least 80% of the students will achieve the acceptable level on an analytical rubric for the portfolio.
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PE.9.HF.3.2: Analyze career and occupational opportunities in terms of the required skills and fitness components in terms of required skills, fitness components, and personal interests.	<ul style="list-style-type: none"> • Assign a variety of careers to small groups. Students interview a professional and students combine similarities and dissimilarities of job, education, salary and fitness components required. • Role play fitness component needed. (i.e., A carpenter needs muscular strength, muscular endurance...) • Write an essay using the six skill-related fitness components and health related fitness components and how they relate to the career/occupation.
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PE.9.HF.3.3: Analyze the relationship between the six sport-	<ul style="list-style-type: none"> • Groups could be assigned a sport. Each student would be assigned a skill related component or a health related fitness component. They should be able to describe/define their assigned skill and then have one of
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related components and the five components of health-related fitness.	<p>the students summarize how these are interrelated.</p> <ul style="list-style-type: none"> Plan a workout for a week to include the components needed for the sport.
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Personal/Social Responsibility 9.PR

Essential Standard | Use behavioral strategies that are responsible and enhance respect of self and others and value activity.

Unpacking
What does this standard mean that a student will know and be able to do?
 The student develops positive personal and social skills needed to work independently and with others in aerobic activities. The student is expected to:

- Evaluate personal skills and set realistic goals for improvement;
- Respond to challenges, successes, and failures in physical activities in socially appropriate ways;
- Accept successes and performance limitations of self and others, exhibit appropriate behavior/responses, and recognize that improvement is possible with appropriate practice; and
- Anticipate potentially dangerous consequences of participating in physical activities.
- Set personal goals for the development of skills, knowledge, and social responsibility, and work independently to achieve these goals.
- Demonstrate respect for individual differences in physical activity settings.
 - Character education
 - Sportsmanship

Clarifying Objective | **Unpacking**
 What does this objective mean that a student will know and be able to do?

PE.9.PR.4.1: Implement leadership skills to promote responsibility in self and others.

Develop strategies for including persons of diverse backgrounds and abilities in physical activity settings. Work productively as a group member and contribute to the groups' success through a variety of noncompetitive duties, such as in the sport education model.

- Sport education
- Officiating
- Coaching

ASSESSMENT		SAMPLE CRITERIA
Students will self-evaluate their participation on their sport team based on teacher and student created		Expectation: At least 80% of the students will achieve the acceptable

	<p>guidelines. Areas included in the evaluation will be fair play, communication skills, and ability to work with diverse skill levels, fulfilling assigned roles, providing feedback to teammates appropriately, and demonstrating sportsmanship in both winning and losing game play. In addition, teammates will complete the same evaluation.</p>	<p>level on at least 90% of the identified elements on the teacher/student created assessment.</p>
<p>PE.9.PR.4.2: Select the most appropriate ways of responding and mediate to settle conflicts.</p>	<ul style="list-style-type: none"> • Problem-solving activities • Teambuilding • Students design and script a video of a conflict situation and how they resolved it in a physical activity setting. 	
<p>PE.9.PR.4.3: Explain the influence of physical activity on cultural competence and the development of self-awareness.</p>	<ul style="list-style-type: none"> • Research physical activity or sport in various cultures and discuss (or write papers, create posters, share a dance) what sports are like in that culture versus the USA. • Groups create and play games to include variety of ethnic groups and physical disabilities. 	