**Block Planning Template**

**Grade Level: 11th Grade**

**TOPIC: Movement Concepts and Performance**

**STANDARD #’S Standard 2**

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| Lesson #1/ |
| Lesson Title: | Lifelong Wellness Through Small Sided Activities (i.e. Net/Wall Games) |
| Health Literacy/Physical Education Skill(s): | Strategies and Tactics |
| Outcomes: | Implements effective strategies for successful performance in select categories of movement forms (e.g., games, individual performance activities, lifetime sports). |
| Content: | A: Positioning B: Being in the right place at the right time. C: Fitness/Agility |
| Strategies/Activities: | Making Positive Mistakes/ErrorsAnticipation, Playing AnglesHow fitness impacts performance |
| Formative Assessments: | Self/Peer Assessment, Was I in the correct position to play the ball.Self-Assessment, can I anticipate where to move (Strategy, game situation).Self-Assessment, reflect on how skill and fitness level impacts game play. |
| Diagnostic Assessments (PE Only): | Reflect on previous fitness assessment.Skill and agility fitness assessment (I.E. T-Test) – used for self-assessment and goal setting |

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| Lesson #2/ |
| Lesson Title: | Lifelong Wellness Through Small Sided Activities (i.e. Net/Wall Games) |
| Health Literacy/Physical Education Skill(s): | Principles and Critical Elements |
| Outcomes: | Applies critical elements and biomechanical principles (e.g., stability, rotation, linear and angular motion) to perform increasingly complex movement forms. |
| Content: | Improving Footwork and Agility in Small Sided Games Increase confidence to challenge students to perform increasingly complex movements |
| Strategies/Activities: | Strategies: Having an understanding and implementation of sound biomechanical principles for movement have a positive impact on performance (i.e. How ready/athletic stance with low center of gravity and base of support facilitate movement.).Performance and skill increase confidence level to participate in physical activity. Activities: Dot Drills/Agility Ladder, Students are filmed and timed. Potential to use coach’s eye or other app to analyze and provide feedback. |
| Formative Assessments: | Pre-Post Self Evaluation (Time)Self-Reflection Improved Body Position, how cues describe/explain/improve expected outcomes |

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| Lesson #3/ |
| Lesson Title: | Lifelong Wellness Through Small Sided Activities (i.e. Net/Wall Games) |
| Health Literacy/Physical Education Skill(s): | Principles and Critical Elements |
| Outcomes: | Applies biomechanical principles, knowledge of critical elements, cues, practice drills and fitness activities to improve movement. |
| Content: | Analyze movement, outcomes, equipment, and performance based on biomechanical principles. |
| Strategies/Activities: | Strategy: Students will be provided a series of questions to answer prior to the start of the unit. Students should research the topicsActivities: Pickleball games |
| Formative Assessments: | Journaling: Difference between equipment in tennis, pickleball, racketball and how it makes game easier/harder. How does this impact preference to play?Research common injuries. How can attire (i.e. shoe choice/lateral movement support) and fitness level or agility affect potential for injury. Injury treatment and prevention. Provided a common injury, how would it be treated. Impact of warm up, cool down, nutrition, etc. can have on injury prevention. |

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| Lesson #4/ |
| Lesson Title: |  |
| Health Literacy/Physical Education Skill(s): |  |
| Outcomes: |  |
| Content: |  |
| Strategies/Activities: |  |
| Formative Assessments: |  |
| Diagnostic Assessments (PE Only):  |  |

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| Lesson #5/ |
| Lesson Title: |  |
| Health Literacy/Physical Education Skill(s): |  |
| Outcomes: |  |
| Content: |  |
| Strategies/Activities: |  |
| Formative Assessments: |  |
| Diagnostic Assessments (PE Only):  |  |

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| Lesson #6/ |
| Lesson Title: |  |
| Health Literacy/Physical Education Skill(s): |  |
| Outcomes: |  |
| Content: |  |
| Strategies/Activities: |  |
| Formative Assessments: |  |
| Diagnostic Assessments (PE Only):  |  |

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| Summative Assessment |
| Lesson Title: |  |
| Health Literacy Skills: |  |
| Rubric: |  |
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\*Number of blocks indicate number of lessons schools may add or reduce the number of blocks used per unit.

\*Diagnostic Assessment should be included in the first lesson. Additional Diagnostic Assessments may be added to further lessons as necessary for physical education.

\*Summative assessment will be the final block provided for the unit. Each summative assessment must include a rubric.