



Westside High School Physical Education: Week-at-a-Glance (2 Weeks)

Unit Focus: *Pickleball Fundamentals & FitGA Fitness Circuit Integration*

Grade Level: 9–12

Duration: Two Weeks

Standards Addressed:

- **PESHS.1:** Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
 - **PESHS.2:** Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to learning and performance of physical activities.
 - **PESHS.3:** Participates regularly in physical activity.
 - **PESHS.4:** Achieves and maintains a health-enhancing level of physical fitness.
 - **PESHS.5:** Exhibits responsible personal and social behavior that respects self and others.
 - **PESHS.6:** Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.
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WEEK 1: Pickleball Techniques, Fitness Circuit, and Written Reflection-October 20-24

Day	Learning Target (LT)	Success Criteria (SC)	Lesson Sequence (with High-Impact Strategies)
Mon <i>Intro to Pickleball</i>	LT: I can identify and demonstrate the correct grip and basic rules of pickleball.	SC1: I can explain the scoring system and boundaries. SC2: I can demonstrate the ready position and proper paddle grip.	Activation (5 min): Quick walk & watch video of pickle ball I Do (10 min): Coaches review expectations and students rotate stations following expectations for each station Teacher models grip, stance, and serving form using Visual Modeling & Think-Aloud strategy. Y'all Do (10 min): Students rotate stations (each students select/given partner)-about 12-15 per station 1. serve, rally, target zone (given feedback by coaches) 2. fitness circuit: 3. word search & summary completion You Do (10 min): Practice individual serving accuracy challenge. Closing (5 min): Reflect: "One thing I learned about my technique today." (<i>Share with partner</i>)
Tue <i>Pickleball Hits & Fitness Rotation</i>	LT: I can perform forehand and backhand hits with control.	SC1: I can adjust my footwork and paddle angle for accuracy. SC2: I can participate safely and respectfully in drills.	Activation: Warm-up jog + dynamic stretches. I Do: Demonstrate forehand/backhand technique using Gradual Release Model. We Do: Partner rally to 5 consecutive hits using Goal-Setting Strategy. Y'all Do: Small group rotation— (1) Rally station (2) Fitness circuit (curl-ups/push-ups) (3) Rules review. You Do: Track personal progress in hits made and circuit results.

Day	Learning Target (LT)	Success Criteria (SC)	Lesson Sequence (with High-Impact Strategies)
			Closing: Group discussion—What muscle groups were most active today? (<i>Reciprocal Teaching</i>)
Wed <i>Serving & Accuracy Challenge</i>	LT: I can demonstrate a legal pickleball serve that lands in the correct service court.	SC1: I can describe the underhand serve and service rules. SC2: I can score my accuracy out of 5 serves.	Activation: Serve visualization and deep breathing routine. I Do: Demonstrate underhand serve using Direct Modeling . We Do: Guided serving practice in trios – one serves, one scores, one observes using Peer Observation Checklist . Y'all Do: Serving competition to targets; rotate roles. You Do: Record best score in personal performance log. Closing: Class cold call: Why is control more important than power in pickleball?"
Thu <i>Fitness Circuit & Written Prompts</i>	LT: I can identify areas of strength and improvement using FitGA fitness components.	SC1: I can record accurate performance data. SC2: I can explain how my fitness level affects my gameplay.	Activation: Walk & Review FitGA components (curl-ups, push-ups, pacer, sit & reach)-numbers for meeting the GA standard. (jump rope + shadow swings). I Do: review standards We Do: Practice stations for each test using Collaborative Rotation . Y'all Do: Complete full circuit rotation with feedback. You Do: Respond to written prompt: "How does muscular endurance improve performance in pickleball?" (<i>Literacy Strategy – Constructed Response</i>) Closing: Share one fitness goal with a peer.
Fri <i>Mini Matches & Reflection</i>	LT: I can apply pickleball skills in modified games.	SC1: I can follow rules, keep score, and demonstrate teamwork. SC2: I can provide positive peer feedback.	Activation: Quick Warm-up & Walk I Do: Review match structure and roles (scorekeeper, referee, commentator). We Do: Teams discuss fair play expectations using Socratic Seminar on sportsmanship.

Day	Learning Target (LT)	Success Criteria (SC)	Lesson Sequence (with High-Impact Strategies)
			Y'all Do: Mini 2v2 games (10-min rotations). You Do: Write a short reflection on personal growth this week. Closing: Exit Ticket – “What role did communication play in success today?”

WEEK 2: Pickleball Tournament, Leadership Roles, and Video Project Oct. 27-31

Day	Learning Target (LT)	Success Criteria (SC)	Lesson Sequence (with High-Impact Strategies)
Mon <i>Tournament Prep</i>	LT: I can organize and manage roles for the upcoming pickleball tournament.	SC1: I can explain the responsibilities of each assigned role. SC2: I can collaborate effectively with my peers to prepare materials.	Activation: Team brainstorm on leadership and fair play roles. I Do: Explain tournament structure and scoring using Explicit Instruction . We Do: Assign and discuss roles (referee, scorekeeper, statistician, commentator). Y'all Do: Teams create match schedules using Collaborative Planning . You Do: Write short plan for your assigned role. Closing: Quick Write – “How can I contribute to a smooth tournament?”
Tue <i>Tournament Day 1</i>	LT: I can apply game rules and strategies during tournament play.	SC1: I can demonstrate knowledge of scoring and rules during gameplay. SC2: I can perform my assigned leadership role effectively.	Activation: Warm-up rally and motivational quote reflection. I Do: Model effective communication and transitions between matches. We Do: Review rule clarifications using Think-Pair-Share . Y'all Do: Tournament matches begin

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			(rotating roles). You Do: Maintain match stats sheet. Closing: Team debrief – discuss what went well and what can improve.
Wed <i>Tournament Day 2 & Media Capture</i>	LT: I can analyze my gameplay and record highlights for my project.	SC1: I can capture accurate footage of gameplay and techniques. SC2: I can reflect on strategies used during matches.	Activation: Share best moment from yesterday. I Do: Demonstrate how to record video clips and narrate skills using Model-Think-Aloud . We Do: Students practice short video commentaries in pairs. Y'all Do: Continue matches; designated media team captures footage. You Do: Reflect in journal: “What adjustments improved my performance?” Closing: Quick Share – “One highlight I want in my final video.”
Thu <i>Video Project Work Day</i>	LT: I can create a video presentation that summarizes my learning from this unit.	SC1: I can include accurate information about pickleball rules and techniques. SC2: I can explain how fitness components apply to my gameplay.	Activation: Review project rubric. I Do: Model sample video with clear narration and structure using Exemplar Analysis . We Do: Peer groups provide feedback using a Rubric Review Strategy . Y'all Do: Independent editing and recording sessions. You Do: Submit rough draft for feedback. Closing: Exit Ticket – “How does my video show evidence of learning?”
Fri <i>Final Presentations & Reflection</i>	LT: I can evaluate my performance and provide feedback to others.	SC1: I can present my final video confidently and clearly. SC2: I can reflect on personal fitness growth and teamwork.	Activation: Mindful stretch & breathing. I Do: Provide expectations for respectful feedback. We Do: Watch sample student video and

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			model constructive critique. Y'all Do: Presentations and peer evaluations using Gallery Walk. You Do: Write final reflection—"How did collaboration improve my skills and fitness?" (<i>Higher-Order Thinking – Evaluation</i>) Closing: Group celebration & certificates of achievement.

High-Impact Strategies Used Across Two Weeks

- **Literacy Strategies:** Quick Writes, Constructed Responses, Reciprocal Teaching, Socratic Seminar, Think-Pair-Share
- **Collaborative Strategies:** Peer Coaching, Gallery Walk, Team Rotations, Rubric Review
- **Higher-Order Thinking:** Analysis of performance, Evaluation of strategy, Reflection, Leadership Planning