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# Arizona 9 Physical Education

**FREE PREVIEW**

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

|                  |                                                           |
|------------------|-----------------------------------------------------------|
| State            | Arizona                                                   |
| Grade            | 9 (High)                                                  |
| Subject          | Physical Education                                        |
| Course category  | Physical Education                                        |
| Standards family | Physical Education                                        |
| Framework        | Arizona Physical Education Standards                      |
| Issuing agency   | Arizona Department of Education                           |
| Scope            | 36 instructional weeks · 180 instructional days · 9 units |

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

## What you get

| Folder                  | Contents                                                                                          |
|-------------------------|---------------------------------------------------------------------------------------------------|
| 01 START HERE           | Read-me, contents, printing and digital instructions, standards verification guide, this preview  |
| 02 FILLED FULL YEAR     | Completed planner in colour and ink-friendly PDF, plus editable DOCX                              |
| 03 BLANK EDITABLE       | Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX                        |
| 04 ASSESSMENTS AND DATA | Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist                     |
| 05 SCHOOL SUBMISSION    | Submission covers, alignment summary, evidence checklist, observation, reflection, signature page |
| 06 LICENSE AND CREDITS  | Terms of use, credits and licences, copyright notice                                              |

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

## Week 9 — Dance Forms Compared

### Unit 3: Dance, and Why Activity Matters · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | What do these two forms have in common?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Standards          | <p><b>BK-2.4 (L1) Movement concepts, principles, and knowledge → S2.H4.L1 Arizona Physical Education Standards / S2</b> — Movement Concepts, Principles and Identifies examples of social and technical dance forms.</p> <p><b>BK-2.4 (L2) Movement concepts, principles, and knowledge → S2.H4.L2 Arizona Physical Education Standards / S2</b> — Movement Concepts, Principles and Compares similarities and differences in various dance forms. Demonstrates the Knowledge and Skills to Achieve and Maintain a Health-Enhancing Level of Physical Activity and Fitness. Physical Activity Knowledge</p> |
| Learning target    | "I can show examples of dance forms and examine what they share and how they differ."                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Local dates        | _____ (enter your school dates)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |

#### Measurable objectives

- Students will show examples of social and technical dance forms and rhythmic activities (Level 1), and examine similarities and differences in various dance forms and rhythmic activities (Level 2).

#### Success criteria (student-friendly)

- "I show examples of social and technical forms."
- "I compare forms on stated dimensions."
- "I describe each form accurately and neutrally."

#### Academic vocabulary

social dance, technical dance, rhythmic activity, form, structure, comparison

#### Materials and technology

- Music the school may lawfully use
- Space
- Supplied general information

#### Differentiation and supports

| Support area            | This week's plan                                                                                                                                                                                       |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special education / IEP | Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.                               |
| Section 504             | Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.                                                                 |
| Multilingual learners   | Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language. |
| Advanced / extension    | Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.                                                                                 |

| Support area           | This week's plan                                                                                                                    |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Intervention / reteach | Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps. |
| Enrichment             | Extend into an open-ended centre or project connected to the essential question.                                                    |

**Assessment and evidence**

Forms shown and compared on stated dimensions.

**Family communication**

Ask your child the difference between a social and a technical dance form.

## Day 41 — Social and Technical

Week 9, Day 1 · Unit 3 · Standards: S2.H4.L1, S2.H4.L2

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | The distinction.                                                                      |
| Learning target   | "I can show examples of dance forms and examine what they share and how they differ." |
| Vocabulary in use | social dance, technical dance, rhythmic activity, form, structure, comparison         |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: Week 3. Teach: the distinction the standard draws - social forms danced with others for participation, technical forms with a defined vocabulary and standard of execution - with examples of each. NO FORM, TRADITION OR CULTURE IS RANKED, and no student is asked about their own background. Try: shared classification. Apply: students classify four forms and justify one. Reflect: the distinction is about purpose and structure, not about which is better.

### Check for understanding

Student distinguishes social from technical dance forms.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 42 — Showing Examples

Week 9, Day 2 · Unit 3 · Standards: S2.H4.L1, S2.H4.L2

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | Level 1's verb.                                                                       |
| Learning target   | "I can show examples of dance forms and examine what they share and how they differ." |
| Vocabulary in use | social dance, technical dance, rhythmic activity, form, structure, comparison         |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: the categories. Teach: SHOWING examples - performing short excerpts of each category in a group, everyone together, no solos, no watching. Try: shared performance. Apply: students show examples of both categories in a group. ADAPTED ROUTES: seated, marked, or hand-rhythm versions available without request. Reflect: showing is the standard's own verb, and a group shows perfectly well.

### Check for understanding

Student shows examples of both dance categories.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 43 — Dimensions for Comparison

Week 9, Day 3 · Unit 3 · Standards: S2.H4.L1, S2.H4.L2

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | Level 2 method.                                                                       |
| Learning target   | "I can show examples of dance forms and examine what they share and how they differ." |
| Vocabulary in use | social dance, technical dance, rhythmic activity, form, structure, comparison         |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: the examples. Teach: comparing forms on ONE dimension at a time - rhythm and metre, formation, contact, improvisation, purpose - which turns two descriptions into a comparison. Try: shared comparison on two dimensions. Apply: students compare two forms on three dimensions. Reflect: name the dimension or it is not a comparison.

### Check for understanding

Student compares dance forms on a stated dimension.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Day 44 — Similarities First

Week 9, Day 4 · Unit 3 · Standards: S2.H4.L1, S2.H4.L2

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | The standard's own word order.                                                        |
| Learning target   | "I can show examples of dance forms and examine what they share and how they differ." |
| Vocabulary in use | social dance, technical dance, rhythmic activity, form, structure, comparison         |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: dimensions. Teach: that the standard says SIMILARITIES and differences, in that order, and that starting from what forms share - beat, sequence, group coordination - makes the differences more visible and less exoticising. Try: shared listing of similarities. Apply: students list three similarities across four forms. Reflect: the similarities are why the skills transferred so quickly.

### Check for understanding

Student identifies similarities across dance forms.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.



## Day 45 — Examining a Rhythmic Activity

Week 9, Day 5 · Unit 3 · Standards: S2.H4.L1, S2.H4.L2

|                   |                                                                                       |
|-------------------|---------------------------------------------------------------------------------------|
| Focus             | The standard's scope.                                                                 |
| Learning target   | "I can show examples of dance forms and examine what they share and how they differ." |
| Vocabulary in use | social dance, technical dance, rhythmic activity, form, structure, comparison         |
| Local date        | _____                                                                                 |

### Learning sequence

Connect: dance. Teach: that the standard names rhythmic ACTIVITIES as well as dance - skipping, stepping, drumming patterns - and examining one against the same dimensions. Try: shared examination. Apply: students examine one rhythmic activity. Reflect: standard BK-2.4 is complete, and Unit 2's anchor with it.

### Check for understanding

Student examines a rhythmic activity on stated dimensions.

### Differentiation in the moment

| If the learner...  | Then...                                                                   |
|--------------------|---------------------------------------------------------------------------|
| needs more support | Model the step again with guided support, then fade to a gesture cue.     |
| is ready for more  | Invite the learner to demonstrate for a peer or add a second example.     |
| is dysregulated    | Pause instruction, move to co-regulation, and return to the target later. |

### Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

### Teacher reflection (fictional example)

*Fictional Example — Customize and Verify Before School Submission.*

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

## Important before you buy

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- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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