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# Utah 11 Physical Education / Athletics

**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            | Utah                                                      |
| Grade            | 11 (High)                                                 |
| Subject          | Physical Education / Athletics                            |
| Course category  | Physical Education                                        |
| Standards family | Physical Education                                        |
| Framework        | Utah Core Standards                                       |
| Issuing agency   | Utah State Board 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 — What Proper Technique Means

### Unit 3: Individual Sports: Doing It Properly · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

|                    |                                                                                                                                                |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Essential question | Why does it matter how a skill is performed, not just whether it works?                                                                        |
| Standards          | <b>Proper Technique in a Specific Activity (Level 1)</b> -> PST.5.1, PST.5.2, ILA.2.7, ILA.2.5 — 4 standards; full text in the standards table |
| Learning target    | "I can identify the skills a sport requires and say what proper technique means."                                                              |
| Local dates        | _____ (enter your school dates)                                                                                                                |

### Measurable objectives

- Students will identify skills and components for the individual to participate successfully in individual, dual, and team sports.
- Students will explain why proper technique is a safety matter as well as a performance matter.

### Success criteria (student-friendly)

- "I list the skills participation in a given activity actually requires."
- "I explain what makes a technique 'proper' rather than merely effective."
- "I link technique to injury risk with a concrete example."

### Academic vocabulary

technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown

### Materials and technology

- Notebooks
- The class's individual activity
- Supplied skill breakdown sheets
- Activity space

### 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**

Student identifies required skills for an activity and explains proper technique with reasons.

**Family communication**

Ask your child why doing a skill 'properly' matters even when the sloppy way works.

# Day 41 — Naming the Skills a Sport Requires

Week 9, Day 1 · Unit 3 · Standards: PST.5.1, PST.5.2, ILA.2.7, ILA.2.5

|                   |                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------|
| Focus             | Opening this week's standard.2 Level 1.                                                              |
| Learning target   | "I can identify the skills a sport requires and say what proper technique means."                    |
| Vocabulary in use | technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown |
| Local date        | _____                                                                                                |

## Learning sequence

Connect: before you can do a sport well you have to know what it is made of. Teach: take the class's chosen INDIVIDUAL activity and decompose it into its actual skills -- not 'be good at it' but the discrete things a participant must be able to do, each stated as an action. Teach the distinction between SKILLS, which are things you execute, and COMPONENTS, which are the physical qualities that let you execute them, since the standard names both. Teach students to separate the skills that are essential from those that are refinements, because a beginner needs to know where to start. Try: groups decompose the activity and order the skills by what a beginner needs first. Apply: the class agrees a skill list for the activity and the components each depends on. Reflect: which skill did your group forget until somebody mimed the activity?

## Check for understanding

Student decomposes an activity into required skills and links each to components.

## 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 — Effective Is Not the Same as Proper

Week 9, Day 2 · Unit 3 · Standards: PST.5.1, PST.5.2, ILA.2.7, ILA.2.5

|                   |                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------|
| Focus             | Defining proper technique.                                                                           |
| Learning target   | "I can identify the skills a sport requires and say what proper technique means."                    |
| Vocabulary in use | technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown |
| Local date        | _____                                                                                                |

### Learning sequence

Connect: plenty of people succeed with technique that is going to cost them later. Teach: a technique is PROPER when it achieves the task efficiently, repeatably, and without loading tissues in ways they are not built for. Effective-but-improper technique typically works by substituting something -- extra force, a compensating joint, a shortcut in timing -- and it tends to fail in three predictable ways: it does not hold up under fatigue, it does not scale as the task gets harder, and it concentrates load somewhere unsuitable. Teach that this is why coaches correct technique in people who are already winning. Try: students examine supplied descriptions of technique and identify the substitution in each. Apply: students write, for one skill from yesterday's list, what proper execution requires and what the common substitution is. Reflect: where do you personally substitute?

### Check for understanding

Student distinguishes proper from merely effective technique and names the substitution.

### 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 — Technique as a Safety Standard

Week 9, Day 3 · Unit 3 · Standards: PST.5.1, PST.5.2, ILA.2.7, ILA.2.5

|                   |                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------|
| Focus             | Connecting Unit 3 back to Unit 1.                                                                    |
| Learning target   | "I can identify the skills a sport requires and say what proper technique means."                    |
| Vocabulary in use | technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown |
| Local date        | _____                                                                                                |

### Learning sequence

Connect: this week's standard.2 sits under the same anchor as the safety standard you spent Unit 1 on, and that is not an accident. Teach: technique is the control that sits closest to the person. Poor technique raises risk in specific, describable ways -- load applied to a joint at an angle it does not handle well, force absorbed by tissue rather than dissipated by movement, positions that cannot be recovered from if something unexpected happens, and reduced control of a body or an implement in shared space. Teach that this is why fatigue matters so much: technique degrades first and injury follows the degradation. Keep it general and mechanical -- no injury is diagnosed and no student's own history is discussed. Try: students link four supplied technique faults to the risk each creates. Apply: students add a safety column to their skill list from Monday. Reflect: does knowing this change how you will practise?

### Check for understanding

Student links a specific technique fault to the risk it creates.

### 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 — Watching Somebody Else Properly

Week 9, Day 4 · Unit 3 · Standards: PST.5.1, PST.5.2, ILA.2.7, ILA.2.5

|                   |                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------|
| Focus             | Observation as a skill.                                                                              |
| Learning target   | "I can identify the skills a sport requires and say what proper technique means."                    |
| Vocabulary in use | technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown |
| Local date        | _____                                                                                                |

### Learning sequence

Connect: you will spend a lot of this unit watching, and most people watch badly. Teach: untrained observers watch the OUTCOME -- did it go in -- which tells you almost nothing about technique. Teach observers to choose ONE feature at a time, to watch a specific phase rather than the whole action, to look at the part of the body that is not doing the obvious job, and to describe what they saw before offering any judgement. Teach the difference between description and evaluation, and why feedback that starts with description is both more accurate and much easier to receive. Try: in pairs, students observe one nominated feature of a partner's skill and describe only what they saw. Apply: swap, then compare descriptions with the performer's own sense of what they did. Reflect: how close was the observer's account to how it felt?

### Check for understanding

Student observes a nominated feature and reports description separately from judgement.

### 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 — The Skill Profile for This Activity

Week 9, Day 5 · Unit 3 · Standards: PST.5.1, PST.5.2, ILA.2.7, ILA.2.5

|                   |                                                                                                      |
|-------------------|------------------------------------------------------------------------------------------------------|
| Focus             | Consolidating this week's standard.2 Level 1.                                                        |
| Learning target   | "I can identify the skills a sport requires and say what proper technique means."                    |
| Vocabulary in use | technique, skill, execution, efficiency, mechanics, habit, compensation, load, repetition, breakdown |
| Local date        | _____                                                                                                |

### Learning sequence

Connect: bring the week into one document you will use for the rest of the unit. Teach: build a skill profile for the class's individual activity -- each required skill, the components it depends on, what proper execution involves, the common substitution, the risk if done poorly, and one observable feature that tells you whether it is being done properly. Teach that the last column is the most valuable and the hardest, because it turns the whole profile into something you can actually coach from. Try: groups each build two rows of the profile to a common standard. Apply: the class assembles and critiques the whole profile, resolving disagreements by observation rather than assertion. Reflect: which row will be most useful to you next week?

### Check for understanding

Student produces a defensible skill profile row including an observable check.

### 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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