

Washington 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	Washington
Grade	9 (High)
Subject	Physical Education
Course category	Physical Education
Standards family	Physical Education
Framework	Washington State Learning Standards
Issuing agency	Washington Office of Superintendent of Public Instruction
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	BK-2.4 (L1) Movement concepts, principles, and knowledge -> PE1.2.HS1 strand — text PE1.3.HS1 strand — text BK-2.4 (L2) Movement concepts, principles, and knowledge -> PE3.6.HS1 strand — text
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.
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.

Support area	This week's plan
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: PE1.2.HS1, PE1.3.HS1, PE3.6.HS1

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: PE1.2.HS1, PE1.3.HS1, PE3.6.HS1

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: PE1.2.HS1, PE1.3.HS1, PE3.6.HS1

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: PE1.2.HS1, PE1.3.HS1, PE3.6.HS1

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: PE1.2.HS1, PE1.3.HS1, PE3.6.HS1

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

- 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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