

PHYSICAL EDUCATION

Grades 9-12

Credits: 3 3/4

ABSTRACT

The goal of physical education is to help students establish habits, attitudes, and skills that will persuade personal choice and participation in physical activity throughout life. Research has proven that healthy, physically active children are more likely to be academically motivated, alert, and successful in school. The 9-12 curriculum focuses on the mastery of common physical activity skills and strategies, concepts of physical fitness training, and an awareness of factors influencing the choice of physical activities.

Unit of Study: <i>(Title, timeframe, description)</i>	Movement Education/Rhythm <i>(6 Weeks)</i>	Wellness <i>(6 Weeks)</i>	Individual/Lifetime Activities <i>(6 Weeks)</i>
STAGE 1, Desired Results			
Established Goals: <i>(include technology and 21st century standards)</i>	Comprehensive Health and Physical Education 2.5.12.A.1-4 2.5.12.C.3	Comprehensive Health and Physical Education 2.6.12.A.1-4 2.1.12.A.1-2	Comprehensive Health and Physical Education 2.5.12.A.2 2.5.12.B.1-2 2.5.12.B.1-3 2.5.12.C.1-2 2.6.12.A.4
Enduring Understandings: <i>(students will understand...)</i> <ul style="list-style-type: none"> Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. Performing skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 	<ul style="list-style-type: none"> Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort. Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise. 	<ul style="list-style-type: none"> Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, and effort. Individual and team execution in games, sports, and other activities is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork. Self-initiated behaviors that promote personal and group success include safety practices, adherence to rules, etiquette, cooperation, teamwork, ethical behavior, and positive social interaction. 	<ol style="list-style-type: none"> What factors influence performance when trying to master sports skill and other physical activities? How does strategy and teamwork influence performance in competitive games and activities? How can I become more mentally prepared for competition and sports performance?
Essential (Guiding) Questions: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i> <ol style="list-style-type: none"> Why do I have to understand concepts of movement when I can already perform the movement? How does proper technique improve performance and efficiency when executing athletic skills? How does effective and appropriate movement affect wellness? 	<ol style="list-style-type: none"> What is the minimum amount of exercise I can do to stay physically fit? How do I develop an appropriate personal fitness program and find the motivation to commit to it? How do I realize age-appropriate fitness? How do I identify healthy ways to lose, maintain, or gain weight? 		

			<p>4. Why do I need to show good sportsmanship and follow the rules when others do not?</p>
STAGE 2: Evidence			
<p>Assessments & Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performance of understanding be judged?)</i></p>	<p>Teacher Observation of locomotor or skills and games Assessment of locomotor skills Peer Assessment of locomotor skills using checklists. Rubrics/Checklists Video group movements for evaluation.</p>	<p>Skill checklists/rubrics Personal Fitness Plans Pre and post-physical fitness testing. Interactive worksheets. Teacher observation Notebooks/Journals Written assessments Benchmark after first quarter</p>	<p>Skill checklists/rubrics Assessment of skills Assigning leadership roles Teacher observation Written assessments Notebooks/Journals Videotape analysis</p>
STAGE 3: Learning Plan			
<p>Learning Activities: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> • Explain and demonstrate movements that combine mechanically correct movement sequences. (E.G. lay-up, volleyball spike, badminton volley, eclipse ball serve.) • Compare and contrast how various movement skills are affected by a change in force and motion. (i.e. weight transfer, power, speed, and agility) • Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing activities. (i.e. games and sports) • Create a drill or planned movement sequence that includes changes in force, motion and tempo in various physical activities. (i.e. games and sports) • Performance a movement sequence that makes adjustments based on teacher and peer feedback. 	<ul style="list-style-type: none"> • Identify and examine the personal, social, and environmental factors that impact fitness and personal health. • Identify the short and long term benefits of physical activity and how they may change during one's lifetime. • Define the differences between skill and health-related fitness and how to enhance and practice those components. • Develop a personal fitness plan using data from a physical fitness assessment. • Measure body composition and identify healthy strategies for gaining, maintaining or losing weight safely. (e.g. applying healthy eating principles, modifying lifestyle behaviors, and increasing physical activity. • Describe and apply the FITT principle (frequency, intensity, 	<ul style="list-style-type: none"> • Identify and apply strategies that will impact performance in individual and dual activities? • Identify and apply critical thinking skills necessary to design effective offensive and defensive strategies. • Compare and contrast offensive and defensive strategies when viewing or performing individual or dual activities. • Identify and demonstrate the use of various shots/skills used during practice and game play. • Provide fair and honest skill feedback to a partner which will improve game play. (tennis, pickle ball, badminton, eclipse ball) • Analyze and apply the effectiveness of mental strategies and skills used to achieve specific goals. (accuracy, sportsmanship, game play) • Demonstrate and apply various rules during game play that promote good sportsmanship.

<ul style="list-style-type: none"> • Evaluate performance using video, checklists, and self-evaluation. • Transfer skills learned in practice and drill setting to applied settings,(f.e. games, sports, and recreational activities) • Students develop a warm-up for aerobic exercise. • In small groups, students develop an aerobic dance routine. • Students create an aerobic dance routine that mimics sports movements and activities. 	<ul style="list-style-type: none"> • time, type) to improve personal wellness. • Identify and utilize available technology to improve personal fitness using the FITT principles • Analyze and reflect on personal health data (HR monitors, pedometers, fitness assessments) to create and implement a comprehensive health and fitness program. • Have the students go through a safe exercise circuit and discuss the importance of safe exercise. • Have groups of students develop an exercise circuit using the FITT principle. • Develop an exercise circuit using exercise bands. • Students research a body system and report the effects of exercise on that body system. • Students design a strength building workout without the use of weights. • Students explain and demonstrate the proper technique of an exercise movement. • Students keep a journal of their physical, emotional, and cognitive growth and progress. 	<ul style="list-style-type: none"> • When participating and viewing games, compare and contrast the different behaviors exhibit in relation to proper sportsmanship in individual and team sports. • Identify the proper equipment, rules, and procedures that promote participant safety when participating in practices, drills, and game play. • Identify how certain individual and dual activities may contribute to achieving a healthy lifestyle. (Healthy eating, body composition, strength, endurance) • Define and develop appropriate fitness training strategies (skill-related components), exercises and drills necessary to participate successfully and efficiently in games and competition. • Practice visualizing individual skills and movements. • Analyze the movements of the elite athletes of each sport using skill checklists. • Examine the physics principles and anatomical factors that affect performance. • Individual/Lifetime Sport Activities: <ul style="list-style-type: none"> • Archery • Pickleball • Badminton • Eclipse Ball • Golf
<p>Resources:</p>	<p>NJ Department of Education PHYSICAL EDUCATION RESOURCES</p> <ul style="list-style-type: none"> • PE Central 	<p>NJ Department of Education PHYSICAL EDUCATION RESOURCES</p> <ul style="list-style-type: none"> • PE Central

<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<ul style="list-style-type: none"> • PE Central https://www.pccentral.org/ • PE Universe http://www.peuniverse.com/ • Adapted PE National Standards http://www.apens.org/ • Sports Know How https://www.sportsknowhow.com/rules/index.html • National Alliance for Youth Sports https://www.nays.org/ • Phys. Ed. Games http://physcdgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/ • Additional Resource List https://www.supportrealteachers.org/resources-for-physical-education-lessons.html 	<ul style="list-style-type: none"> • PE Central https://www.pccentral.org/ • PE Universe http://www.peuniverse.com/ • Adapted PE National Standards http://www.apens.org/ • Sports Know How https://www.sportsknowhow.com/rules/index.html • National Alliance for Youth Sports https://www.nays.org/ • Phys. Ed. Games http://physcdgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/ • Additional Resource List https://www.supportrealteachers.org/resources-for-physical-education-lessons.html 	<ul style="list-style-type: none"> • PE Universe https://www.pccentral.org/ • Adapted PE National Standards http://www.apens.org/ • Sports Know How https://www.sportsknowhow.com/rules/index.html • National Alliance for Youth Sports https://www.nays.org/ • Phys. Ed. Games http://physcdgames.com/ • SPARK PE https://sparkpe.org/physical-education/lesson-plans/elementary/ • Additional Resource List https://www.supportrealteachers.org/resources-for-physical-education-lessons.html
<p>English Language Arts (Speaking and Listening)</p> <ul style="list-style-type: none"> • Analyze the impact of world cultures on present day games, sports, and dance. <p>Performing Arts</p> <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Students develop a warm-up for aerobic exercise. • Students create an aerobic dance routine that mimics sports movements and activities. <p>Science</p>	<p>English Language Arts (Speaking and Listening)</p> <ul style="list-style-type: none"> • Analyze the impact of world cultures on present day games, sports, and dance. <p>Performing Arts</p> <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Students develop a warm-up for aerobic exercise. • Students create an aerobic dance routine that mimics sports movements and activities. <p>Science</p>	<p>English Language Arts (Research, Writing, Reading, Speaking and Listening)</p> <ul style="list-style-type: none"> • Develop a personal fitness plan • Research training methods of other countries. <p>Mathematics/Science</p> <ul style="list-style-type: none"> • Measure body composition <p>Technology</p> <ul style="list-style-type: none"> • Identify and utilize available technology to improve personal fitness using the FITT principles 	<p>English Language Arts (Speaking and Listening)</p> <ul style="list-style-type: none"> • Analyze and explain the movements of elite athletes • Research unique games/sports of other cultures <p>CRP12. Work productively in teams while using cultural global competence.</p> <ul style="list-style-type: none"> • Join a team or club to learn more about the sport. <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Create and design a golf course.

	<ul style="list-style-type: none"> • Compare and contrast how various movement skills are affected by a change in force and motion. • Explain and apply concepts of force and motion (weight transfer, power, speed, agility) to changing activities. <p>CRP12. Work productively in teams while using cultural global competence.</p> <ul style="list-style-type: none"> • In small groups, students develop an aerobic dance routine. 	<p>CRP12. Work productively in teams while using cultural global competence.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Have groups of students develop an exercise circuit using the FITT principle. 	
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SP.ED. and G&T students?)</p>	<p>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Modified games • Leveled dance activities. • Peer coaching • Extra practice time • Group strategies • Sheltered Instruction • Consultation with ESL teachers • Manipulatives • Tiered/Scaffolded Lessons • Modeling • Creating modified games for different levels of mastery. • Various levels of movement challenges. <p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> • Advanced problems to extend the critical thinking skills of advanced learner 	<p>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Modified exercises and activities • Peer coaching • Extra practice time • Personal Fitness Plans • Working with a partner who will challenge you to improve. • Group strategies • Sheltered Instruction • Consultation with ESL teachers • Manipulatives • Tiered/Scaffolded Lessons • Modeling • Creating modified games for different levels of mastery. • Personal Fitness Plans • Modify exercises and activities • Working with a partner who will challenge students to improve. 	<p>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Modified games • Peer coaching • Extra practice time • Group strategies • Sheltered Instruction • Consultation with ESL teachers • Manipulatives • Tiered/Scaffolded Lessons • Modeling different modified games for different levels of mastery. • Using larger balls and striking objects. <p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> • Advanced problems to extend the critical thinking skills of advanced learner

	<ul style="list-style-type: none"> Advanced problems to extend the critical thinking skills of advanced learner Flexible grouping Student presenters and leaders Various levels of movement challenges Student demonstrations and presentations. 	<p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> Advanced problems to extend the critical thinking skills of advanced learner Flexible grouping Personal Fitness Plans Working with a partner who will challenge you to improve. Modify exercises and activities School-wide fitness challenges and competitions. Post school records for various fitness tests and challenges. 	<ul style="list-style-type: none"> Flexible grouping Student demonstrations of skills.
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Unit of Study: <i>(Title, timeframe, description)</i>	Team Activities (6 Weeks)	Cooperative Games (6 Weeks)	
STAGE 1: Desired Results			
<p>Established Goals:</p> <p>NJSLS: <i>(include technology and 21st century standards)</i></p>	<p>Comprehensive Health and Physical Education</p> <p>2.5.12.B.1-3 2.5.12.C.1-3 2.6.12.A.4</p>	<p>Comprehensive Health and Physical Education</p> <p>2.5.12.B.1-3 2.2.12.B.1-2</p>	
<p>Enduring Understandings: <i>(students will understand...)</i></p>	<ul style="list-style-type: none"> In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. Sports psychology techniques prepare athletes to compete at the optimum level. Character can be developed and supported through group activities, the influence of 	<ul style="list-style-type: none"> In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines. Sports psychology techniques prepare athletes to compete at the optimum level. Character can be developed and supported through group activities, the influence of 	

	<p>positive role models, and serving others.</p> <ul style="list-style-type: none"> Decision making can be affected by a variety of influences. 	<p>positive role models, and serving others.</p> <ul style="list-style-type: none"> Decision making can be affected by a variety of influences. 	
<p>Essential (Guiding) Questions: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i></p>	<ol style="list-style-type: none"> What factors influence performance when trying to master sports skill and other physical activities? How does strategy and teamwork influence performance in competitive games and activities? How can I become more mentally prepared for competition and sports performance? Why do I need to show good sportsmanship and follow the rules when others do not? 	<ol style="list-style-type: none"> To what extent does strategy influence performance in competitive games and activities? How can I become more mentally prepared for competition and sports performance? Why do I have to show good sportsmanship and follow the rules when others do not? How does collaborative decision making compare to individual decision making? 	
STAGE 2: Evidence			
<p>Assessments & Evidence: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performance of understanding be judged?)</i></p>	<p>Teacher Observation of locomotor skills and games. Peer Assessment of locomotor skills using checklists. Rubrics/Checklists</p>	<p>Teacher Observation. Assessment of skills Peer Assessments using checklists. Journals Benchmark after 3rd quarter</p>	
STAGE 3: Learning Plan			
<p>Learning Activities: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i></p>	<ul style="list-style-type: none"> Create and demonstrate offensive and defensive strategies and plays in a variety of game settings. Analyze individual play, defined by responsibility, in team activities and games and while viewing game play or video of game. Analyze and compare the effectiveness of specific defensive strategies implemented against various offensive tactics. 	<ul style="list-style-type: none"> Practice and determine critical thinking and decision making skills in individual and collaborative activities. Compare and contrast different types of appropriate verbal and nonverbal communication when responding to conflict and peer negotiation in collaborative activities Compare and contrast the benefits of individual versus collaborative 	

	<ul style="list-style-type: none"> ● Compare and contrast strategies and drills used to improve individual effectiveness during team play. ● Identify and evaluate specific mental strategies that could be applied in team games or activities to improve overall performance. ● Demonstrate the ability to adjust performance/strategic recommendations to improve both individual and team effectiveness during team activities or games. ● Demonstrate rules and procedures that promote sportsmanship, maximum participation, and safety during team activities and games. ● Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behaviors. ● Develop a plan to improve team sportsmanship and safety behaviors. ● Research and identify the historical origins of games, rules, and safety and compare them to current team activities and games. ● Examine how various types of equipment, products, and changes to rules and procedures have had an impact on the evolution of safety in specific team activities and sports. ● Team Activities: 	<ul style="list-style-type: none"> ● decision making skills in a variety of activities and sports. ● Implement a variety of cooperative strategies in a variety of activities and sports. ● Compare and contrast the effectiveness of cooperative strategies in a variety of settings (games and sports) ● Analyze and assess personal behavior, including communication, respect of others' ideas, and decision making and attention to safety during cooperative activities. ● Describe how positive mental attitudes, competent skill levels and teamwork may affect cooperative strategies in individual and cooperative activities. ● Evaluate feedback received from self-evaluation and peers to improve motor performance during cooperative activities. ● Identify and assess the effectiveness of critical thinking strategies that are implemented to complete tasks and to improve group performance. ● Analyze individual and team effectiveness strategies in achieving a goal and assess performance using critical thinking skills and make recommendations for improvement. ● Cooperative Activities: <ul style="list-style-type: none"> ○ Human Juggler 	
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	<ul style="list-style-type: none"> o Volleyball o Floor Hockey o Team Handball o Speedball o Four Square Volleyball o Tennis Baseball 	<ul style="list-style-type: none"> o Pass the Ball o Human Knot o Turn the Circle Out o Hula Hoop Relay o Zipper o Turn Style o Traffic Jam o 1,2,3=20 o Alligator Alley o 12. Group Games: o Pigball o Tchouckball o Over and Under o VBBB o Lava River Crossing o Hula Hoop Tag o Gold, Silver, Bronze o King Ball 	
<p>Resources:</p>	<p>NJ Department of Education PHYSICAL EDUCATION RESOURCES</p> <ul style="list-style-type: none"> ● PE Central ● https://www.pecentral.org/ ● PE Universe ● http://www.peuniverse.com/ ● Adapted PE National Standards ● http://www.apens.org/ ● Sports Know How ● https://www.sportsknowhow.com/rules/index.html ● National Alliance for Youth Sports ● https://www.nays.org/ ● Phys. Ed. Games ● http://physedgames.com/ ● SPARK PE ● https://sparkpe.org/physical-education/lesson-plans/elementary/ 	<p>NJ Department of Education PHYSICAL EDUCATION RESOURCES</p> <ul style="list-style-type: none"> ● PE Central ● https://www.pecentral.org/ ● PE Universe ● http://www.peuniverse.com/ ● Adapted PE National Standards ● http://www.apens.org/ ● Sports Know How ● https://www.sportsknowhow.com/rules/index.html ● National Alliance for Youth Sports ● https://www.nays.org/ ● Phys. Ed. Games ● http://physedgames.com/ ● SPARK PE ● https://sparkpe.org/physical-education/lesson-plans/elementary/ ● Additional Resource List 	

<p>Interdisciplinary Connections: (e.g. writing, literacy, math, science, history, 21st century life and careers, technology)</p>	<ul style="list-style-type: none"> • Additional Resource List • https://www.supportrealteachers.org/resources-for-physical-education-lessons.html <p>English Language Arts (Reading, Writing, Listening, Speaking, Research)</p> <ul style="list-style-type: none"> • Analyze individual play, defined by responsibility, in team activities and games and while viewing game play or video of game. • Identify and conduct a self/team sportsmanship assessment of participants and observers using a checklist of sportsmanlike behaviors. <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Create a new team practice • Create a new sport <p>CRP12. Work productively in teams while using cultural global competence.</p> <ul style="list-style-type: none"> • Students discuss leadership qualities necessary to have teams work together. • Participate in team sports/activities 	<ul style="list-style-type: none"> • https://www.supportrealteachers.org/resources-for-physical-education-lessons.html <p>English Language Arts (Reading, Writing, Listening, Speaking, Research)</p> <ul style="list-style-type: none"> • Research and present a game from another culture <p>CRP6. Demonstrate creativity and innovation.</p> <ul style="list-style-type: none"> • Create a new cooperative game or activity. <p>CRP12. Work productively in teams while using cultural global competence.</p> <ul style="list-style-type: none"> • Students discuss leadership qualities necessary to have teams work together. • Participate in cooperative games 	
<p>Differentiation: (What type of differentiated instruction will be used for ELL, SPED, and G&T students?)</p>	<p>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Modified games • Leveled Skill Challenges. 	<p>Additional considerations for English Language Learners (ELLs), Special Needs, Below Level (BSI):</p> <ul style="list-style-type: none"> • Individualized Education Plans (IEPs) • Exemplars of varied performance levels • Modified games • Leveled Skill Challenges. 	

	<ul style="list-style-type: none"> • Peer coaching • Group strategies • Individual work with teacher. • Extra practice time • Sheltered Instruction • Consultation with ESL teachers • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Differentiated pre-typed class notes and example problems 	<ul style="list-style-type: none"> • Peer coaching • Group strategies • Individual work with teacher. • Extra practice time • Sheltered Instruction • Consultation with ESL teachers • Manipulatives • Tiered/Scaffolded Lessons • Mnemonic devices • Visual aids • Modeling • Differentiated pre-typed class notes and example problems 	
	<p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> • Advanced problems to extend the critical thinking skills of advanced learner • Flexible grouping • Problem Solving • Group strategies. 	<p>Advanced/Gifted Students:</p> <ul style="list-style-type: none"> • Advanced problems to extend the critical thinking skills of advanced learner • Flexible grouping • Problem Solving • Group strategies. 	