

PUBLIC SCHOOLS OF EDISON TOWNSHIP  
DIVISION OF CURRICULUM AND INSTRUCTION

**PHYSICAL EDUCATION GR. 9-12**

Length of Course:	<u>Full Year</u>
Elective/Required:	<u>Required</u>
School:	<u>EHS/JPS</u>
Student Eligibility:	<u>Grades 9-12</u>
Credit Value:	<u>3.75</u>
Date Approved:	<u>August 24, 2015</u>

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**Modifications will be made to accommodate IEP mandates for classified students.**

## STATEMENT OF PURPOSE

The purpose of the high school Physical education program is to help develop the correlation between a healthy mind and a healthy body. Utilizing the basic principles of physical fitness, muscular strength, endurance, flexibility, and cardiovascular development, the student will continue to develop a positive attitude towards healthy living. Fitness activities will be performed every other day throughout the school year. The curriculum has been contoured to meet the New Jersey Core Curriculum Content Standards for Physical Education.

The development of athletic & 21<sup>st</sup> century skills as well as an understanding of the strategies, tactics and techniques employed in various activities allows a student to become more competent in that sport as well become a more sophisticated athletic spectator during their high school years and into the future. Students will participate in a combination of team sports and lifetime or individual activities every other day during the school year.

Our coeducational program also helps to develop important social skills that are of value to the 21<sup>st</sup> century learner. The extensive variety of skill levels dictates a recreational setting, allowing students to learn and play in a relaxed atmosphere. Our high school programs also allow the students to select elective activities, ensuring greater focus and effort during Physical Education classes. In addition, Edison Township continues to integrate technology into the Physical Education classroom through the use of fitness apps to monitor personal fitness progress.

As professional educators we recognize the importance of warm-ups as an essential beginning to every class session. Our students are prepared through a series of specifically designed flexibility, strength, and cardiovascular activities created to meet the demands of each particular lesson. Both Dynamic and Static stretches will be utilized, which incorporates the most recent research and scientifically – based best practices into our physical education programs.

This curriculum guide was prepared by:

Robert Merkler – Edison High School

This curriculum was coordinated by:

James M. Muldowney - District Supervisor of Health and Physical Education

### Course Objectives

- **Unit Objectives/Enduring Understandings:** Students will understand the basic fundamentals and rules of team sports so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group and enhance 21<sup>st</sup> Century skills.
- **Unit Objectives/Enduring Understandings:** The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. The students will understand that they will be able to stay active in other ways than team sports.
- **Unit Objectives/Enduring Understandings:** The students will be able to understand that the fitness principles of muscular strength, endurance, flexibility, as well as cardiovascular endurance are all important parts of overall physical health.
- **Unit Objectives/Enduring Understandings:** The students will understand that all sports and games that are played outdoors can be modified to play indoors. The students will understand that working with others and encouraging teamwork will build confidence and support within a group.

## Physical Education Timeline

Length of Course 45 Days Per Marking Period

### First Marking period

1. Fitness (21 Days)
2. Team Sports/Developmental Activities/Outdoor Activities (21 Days)
3. SGOs (3 Days)

### Second Marking Period

1. Fitness (23 Days)
2. Team Sports/Developmental Activities/Indoor Activities (22 Days)

### Third Marking Period

1. Fitness (21 Days)
2. Team Sports/Developmental Activities/Indoor Activities (21 Days)
3. SGOs (3 Days)

### Fourth Marking Period

1. Fitness (22 Days)
2. Team Sports/Developmental Activities/Outdoor Activities (23 Days)

**PHYSICAL EDUCATION GRADES 9-12 / TEAM SPORTS**

**Targeted State Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:** Students will understand the basic fundamentals and rules of team sports so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.

**Essential Questions:** What is physical education and why is it important in our schools?

What are the goals of Physical Education outside of learning skills & activities?

What 21<sup>st</sup> century skills will be developed during Physical Education?

How will the student develop teamwork & communication skills?

**Unit Assessment:** Students will properly execute the fundamentals, apply the rules, demonstrate problem solving, teamwork, sportsmanship, and communication skills while participating in a team sport. Also teacher observation and questions and answers.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.5.12.A.1 – Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2 – Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.5.12.B.1 – Demonstrate and	<ul style="list-style-type: none"> <li>History of each sport</li> <li>Proper equipment necessary to participate safely</li> <li>All proper terminology associated with the sport</li> <li>All the fundamentals, proper techniques, and skills necessary for each sport</li> <li>The rules and strategies of each sport</li> <li>Proper sportsmanship</li> <li>Safety factors for each activity</li> <li>Objectives of each game</li> <li>Fitness and conditioning benefits of each activity</li> </ul>	<ul style="list-style-type: none"> <li>Communicate &amp; cooperate with their teammates</li> <li>Use higher order thinking to solve strategic problems within gameplay</li> <li>Develop socialization skills use critical thinking/problem solving skills</li> <li>Create a new skill set &amp; adapt their existing skill set to the activity</li> <li>Learn a lifetime participation activity through skill &amp; knowledge development</li> <li>Research and find information</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up activities – daily warm-up activities should include both Dynamic and Static Stretching, followed by sit-ups and push-ups</li> <li>Group discussion/teacher lecture</li> <li>Study guides</li> <li>Student demonstration</li> <li>Student modeling (highly skilled players)</li> <li>Individual skills/drills</li> <li>Partner skills/drills</li> <li>Group skills/drills</li> <li>Offensive/defensive skills/drills</li> </ul>	<ul style="list-style-type: none"> <li>Written tests</li> <li>Skills tests</li> <li>Teacher assessment (visual, verbal, written)</li> <li>Self Assessment</li> <li>Peer Assessment</li> <li>PE Grading: Policies/Procedures</li> <li>Drills</li> <li>Practice games</li> <li>Game play</li> <li>Questions and answers</li> <li>Teacher Rubric</li> </ul>

**PHYSICAL EDUCATION GRADES 9-12 / TEAM SPORTS (con't)**

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies. 2.5.12.B.2 – Apply a variety of mental strategies to improve performance. 2.5.12.B.3 – Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. 2.5.12.C.1 – Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior. 2.5.12.C.2 – Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment. 2.5.12.C.3 – Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other</p>	<ul style="list-style-type: none"> <li>• Values of teamwork</li> <li>• How to officiate and manage the games</li> <li>• The dangers of performance enhancing substances</li> </ul> <p>TEAM SPORTS INCLUDE:</p> <ul style="list-style-type: none"> <li>– Cooperative games</li> <li>– Floor Hockey</li> <li>– Ultimate Frisbee</li> <li>– Basketball</li> <li>– Lacrosse</li> <li>– Speedball</li> <li>– Team Handball</li> <li>– Volleyball</li> <li>– Touch/Flag Football</li> <li>– Soccer</li> <li>– Softball</li> <li>– Badminton</li> <li>– Paddleball</li> <li>– Modified indoor activities</li> <li>– Kickball</li> <li>– Ultimate Football</li> <li>– Battleball</li> <li>– Pickleball</li> </ul>	<ul style="list-style-type: none"> <li>on the activity</li> <li>• Be a spectator of the sport in the future</li> <li>• Appreciate the difficulty and hard work it takes to play a team sport</li> <li>• Practice their skills on their own</li> <li>• Perform in a short – sided or modified game</li> <li>• Perform in a regular game</li> <li>• Officiate a game</li> <li>• Play many positions effectively</li> <li>• Keep score effectively</li> <li>• Exhibit the qualities of a good teammate</li> <li>• Serve as captain or manager of a team</li> <li>• Enforce the rules and settle arguments</li> <li>• Display good sportsmanship</li> <li>• Mentally prepare for participation</li> <li>• Use skills learned in one sport and apply them in another</li> <li>• Practice for improvement</li> <li>• Participate effectively and to the best of their ability without using performance enhancing substances</li> </ul>	<ul style="list-style-type: none"> <li>• Team skills/drills</li> <li>• Lines, circles, relays</li> <li>• Skill/drill stations</li> <li>• Circuit training</li> <li>• Position work</li> <li>• Relevant Internet videos</li> <li>• Teacher demonstration</li> <li>• Guest Lecture</li> <li>• Guest Demonstration</li> </ul>	

**PHYSICAL EDUCATION GRADES 9-12 / TEAM SPORTS (con't)**

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
movement activities, and predict future impact. 2.6.12.A.5 – Debate the use of performance enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. CRP1-Act as a responsible and contributing citizen and employee. CRP3-Attend to personal health & financial well-being. CRP4-Communicate clearly and effectively and with reason. CRP5-Consider the environmental, social, and economic impacts of decisions. CRP6-Demonstrate creativity & innovation. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity CRP 12-Work productively in teams while using cultural global competence.		<ul style="list-style-type: none"> <li>• Modify sports rules, space, equipment, and strategies for indoor play</li> </ul>	<ul style="list-style-type: none"> <li>• Contests – individual and team</li> <li>• Scrimmages and modified games</li> <li>• Regular game schedule</li> <li>• Tournament schedule</li> <li>• Students officiate games</li> <li>• Ability grouping and differentiated instruction</li> </ul>	



## PHYSICAL EDUCATION GRADES 9-12 / TEAM SPORTS (con't)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>S.H.A.P.E. AMERICA Shapeamerica.org</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></p> <p>American Heart Association</p> <p>Stillwell, Jim M., Willgoose, Carl E., <u>Physical Education Curriculum</u>, Waveland press, Inc.(2005</p> <p>Kirk, MacDonald, O'Sullivan (2008), <u>Handbook of Physical Education</u>, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>National Association for Sport and PE</p> <p>S.H.A.P.E. AMERICA (Society of Health &amp; Physical Educators)</p> <p><a href="http://shapeamerica.org">shapeamerica.org</a></p> <p><a href="http://pecentral.org">pecentral.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p>
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**PHYSICAL EDUCATION GRADES 9-12 / LIFETIME or INDIVIDUAL ACTIVITIES**

**Targeted State Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:** The students will understand that by learning and participating in lifetime and individual activities, they are building a basis to maintain a happy and healthy lifestyle in the future. The students will understand that they will be able to stay active in other ways than team sports.

**Essential Questions:** What course of action will you take to maintain mental, physical, and social health in your future?

**Unit Assessment:** Students will properly execute the fundamentals, apply the rules, demonstrate problem solving, teamwork, sportsmanship, and communication skills while participating in an individual or lifetime activity. Also teacher observation and questions and answers

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.5.12.A.1 – Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2 – Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.5.12.A.3 – Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative,	<ul style="list-style-type: none"> <li>History of each activity</li> <li>Proper equipment necessary to participate safely</li> <li>All proper terminology associated with the activity</li> <li>All the fundamentals, proper techniques, and skills necessary for each activity</li> <li>The rules and strategies of each activity</li> <li>Proper sportsmanship</li> <li>Safety factors for each activity</li> <li>Objectives of each activity</li> <li>Fitness and conditioning benefits of each activity</li> <li>Values of teamwork</li> <li>How to officiate and manage the activities</li> <li>The dangers of performance</li> </ul>	<ul style="list-style-type: none"> <li>Communicate &amp; cooperate with their teammates</li> <li>Use higher order thinking to solve strategic problems within gameplay</li> <li>Develop socialization skills use critical thinking/problem solving skills</li> <li>Create a new skill set &amp; adapt their existing skill set to the activity</li> <li>Learn a lifetime participation activity through skill &amp; knowledge development</li> <li>Research and find information on the activity</li> <li>Appreciate the mental, social, and physical benefits of these activities.</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up activities – daily warm-up activities should include both Dynamic and Static Stretching, followed by sit-ups and push-ups</li> <li>Group discussion/teacher lecture</li> <li>Study guides</li> <li>Student demonstration</li> <li>Student modeling (highly skilled players)</li> <li>Individual skills/drills</li> <li>Partner skills/drills</li> <li>Group skills/drills</li> <li>Offensive/defensive skills/drills</li> <li>Team skills/drills</li> <li>Lines, circles, relays</li> <li>Skill/drill stations</li> <li>Circuit training</li> </ul>	<ul style="list-style-type: none"> <li>Written tests</li> <li>Skills tests</li> <li>Teacher observation</li> <li>Teacher assessment (visual, verbal, written)</li> <li>-Self assessment</li> <li>-Peer Assessment</li> <li>PE Grading: Policies/Procedures</li> <li>Drills</li> <li>Practice games</li> <li>Game play</li> <li>Questions and answers</li> <li>Teacher Rubric</li> </ul>

**PHYSICAL EDUCATION GRADES 9-12 / LIFETIME or INDIVIDUAL ACTIVITIES (con't)**

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>cultural, social, and fitness Dance).</p> <p>2.5.12.A.4 – Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.2 – Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3 – Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.2 – Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3 – Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p>	<p>enhancing substances</p> <p>Mental toughness needed to participate in individual activities These activities can be played throughout one’s lifetime</p> <p>LIFETIME or INDIVIDUAL ACTIVITIES include:</p> <ul style="list-style-type: none"> <li>• Archery</li> <li>• Badminton</li> <li>• Dance</li> <li>• Golf</li> <li>• Gymnastics</li> <li>• Paddleball</li> <li>• Racquetball</li> <li>• Pickleball</li> <li>• Tennis</li> <li>• Volleyball</li> <li>• Horsehoes</li> <li>• Ping Pong</li> <li>• Crocquet</li> <li>• Frisbee</li> <li>• Weight training</li> </ul> <p>*Some of these activities are also listed under team sports because they can be enjoyed as both</p>	<ul style="list-style-type: none"> <li>• Practice their skills on their own</li> <li>• Perform in a short – sided or modified game</li> <li>• Perform in a regular game</li> <li>• Officiate a game</li> <li>• Play many positions effectively</li> <li>• Keep score effectively</li> <li>• Exhibit the qualities of a good teammate</li> <li>• Serve as captain or manager of a team</li> <li>• Enforce the rules and settle Arguments</li> <li>• Display good sportsmanship</li> <li>• Mentally prepare for participation</li> <li>• Use skills learned in one activity and apply them in another</li> <li>• Practice for improvement</li> <li>• Participate effectively and to the best of their ability without using performance enhancing substances.</li> </ul>	<ul style="list-style-type: none"> <li>• Position work</li> <li>• Contests – individual and team</li> <li>• Scrimmages and modified games</li> <li>• Regular game schedule</li> <li>• Tournament schedule</li> <li>• Students officiate games</li> <li>• Ability grouping and differentiated instruction</li> <li>• Relevant Internet videos</li> <li>• Teacher demonstration</li> <li>• Guest Lecture</li> <li>• Guest Demonstration</li> </ul>	

**PHYSICAL EDUCATION GRADES 9-12 / LIFETIME or INDIVIDUAL ACTIVITIES (con't)**

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.6.12.A.5 – Debate the use of performance enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance. CRP1-Act as a responsible and contributing citizen and employee. CRP3-Attend to personal health & financial well-being. CRP4-Communicate clearly and effectively and with reason. CRP5-Consider the environmental, social, and economic impacts of decisions. CRP6-Demonstrate creativity & innovation. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity CRP 12-Work productively in teams while using cultural global competence.				

### PHYSICAL EDUCATION GRADES 9-12 / LIFETIME or INDIVIDUAL ACTIVITIES (con't)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>S.H.A.P.E. AMERICA</p> <p>Shapeamerica.org</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></p> <p>National Association for Sport and PE</p> <p>Stillwell, Jim M., Willgoose, Carl E., <u>Physical Education Curriculum</u>, Waveland press, Inc.(2005</p> <p>Kirk, MacDonald, O'Sullivan (2008), <u>Handbook of Physical Education</u>, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>S.H.A.P.E. AMERICA (Society of Health &amp; Physical Educators)</p> <p><a href="http://shapeamerica.org">shapeamerica.org</a></p> <p><a href="http://pecentral.org">pecentral.org</a></p> <p><a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p>
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**PHYSICAL EDUCATION GRADES 9-12 / PHYSICAL FITNESS**

**Targeted State Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:** The students will be able to understand that the fitness principles of muscular strength, endurance, flexibility, as well as cardiovascular endurance are all important parts of overall physical health.

**Essential Questions:** What are the steps and key components for developing a physical fitness program to have life-long benefits?

**Unit Assessment:** Teacher observation, fitness levels improvement, fitness testing, written tests, questions and answers. Safe and successful completion of various fitness tasks.

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.5.12.A.2 – Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance 2.5.12.B.3 – Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness. 2.5.12.C.3 – Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.	<b>INTRODUCTION</b> Physical fitness implies a combination of muscular strength, endurance, flexibility, and coordination. Various programs or techniques may be employed to contribute to physiological development, including aerobics, anaerobic, weight training, interval training, circuit training, testing, etc. Evaluation to develop and maintain acceptable levels of fitness will be encouraged throughout the year. This unit will provide a variety of methods and techniques that can be used and applied throughout life. Dynamic and Static stretching will be part of every class period Students will know that fitness is	<ul style="list-style-type: none"> <li>• Demonstrate the ability to perform self-directed health-related fitness activities</li> <li>• Recognize the commitment that is necessary maintain fitness related activities</li> <li>• Take their own pulse and that of others</li> <li>• Explain the Target Heart Rate and apply it to their own exercise regimen</li> <li>• Compare and contrast walking, jogging, and running programs</li> <li>• List many different types of exercise programs</li> <li>• Compare and contrast exercise programs and fitness programs in relation to cost, benefit, lifestyle, convenience, duration, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic stretching routines</li> <li>• Static stretching routines</li> <li>• -Push-ups (variations and modified)</li> <li>• Sit-ups (variations and modified)</li> <li>• Walking</li> <li>• Speed – walking</li> <li>• Jogging</li> <li>• Weight room (free weights and machines)</li> <li>• Circuit training</li> <li>• Interval training</li> <li>• Shuttle run</li> <li>• Dyna - Bands</li> <li>• Jump ropes</li> <li>• Relay races</li> <li>• Obstacle course</li> <li>• Taking your pulse</li> <li>• Practice figuring out their target heart rate</li> <li>• Fitness workout DVD's</li> </ul>	<ul style="list-style-type: none"> <li>- Written tests</li> <li>- Skills tests</li> <li>- Teacher observation</li> <li>- Teacher assessment (visual, verbal, written)</li> <li>-Self assessment</li> <li>-Peer Assessment</li> <li>- PE Grading: Policies/Procedures</li> <li>- Fitness Tests</li> <li>- Questions and answers</li> <li>-Teacher Rubric</li> </ul>

**PHYSICAL EDUCATION GRADES 9-12 / PHYSICAL FITNESS (con't)**

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>CRP1-Act as a responsible and contributing citizen and employee.</p> <p>CRP3-Attend to personal health &amp; financial well-being.</p> <p>CRP4-Communicate clearly and effectively and with reason.</p> <p>CRP5-Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP6-Demonstrate creativity &amp; innovation.</p> <p>CRP8-Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9-Model integrity, ethical leadership and effective management.</p> <p>CRP11-Use technology to enhance productivity</p> <p>CRP 12-Work productively in teams while using cultural global competence.</p>	<p>a very important aspect of being a well-rounded person. Without physical fitness, a person cannot function at his/her capacity. Physical fitness should be an on-going activity as part s of all units throughout the year.</p> <ul style="list-style-type: none"> <li>• The components of health related fitness: cardiovascular fitness, flexibility, muscular fitness and muscular strength, and body composition.</li> <li>• Proper terminology related to Physical fitness, such as aerobic, anaerobic, circuit and interval training, isometrics, sets, reps, etc.</li> <li>• Proper skills to maintain physical fitness</li> <li>• Proper technique for running, jogging, weight lifting, etc., to maintain a good physical fitness program</li> <li>• A physical fitness program is not the same for everyone, and it is something that will constantly be evolving over time to meet your individual needs at different times in your life.</li> <li>• Proper safety practices for conditioning and the use of</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss all terminology in relationship to fitness</li> <li>• Demonstrate proper technique when performing a fitness related activity.</li> <li>• Perform fundamental motor skills</li> <li>• Recognize the need for a cool down period and recovery heart rate.</li> <li>• Develop a personalized exercise program that will fit their schedule, budget, lifestyle, needs, etc.</li> <li>• Determine the proper clothing and footwear for a number of different activities</li> <li>• Safely perform fitness related activities</li> <li>• Perform a series of Dynamic and Static stretches prior to participating in fitness activities</li> <li>• Define and give examples of all fitness related terms and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Tae – Bo</li> <li>• Power Steps</li> <li>• Medicine balls</li> <li>• Yoga</li> <li>• Pilates</li> <li>• Cool down period variations</li> <li>• Isometrics</li> <li>• Use of partners (spotters)</li> <li>• Small groeps</li> <li>• Teams</li> <li>• Whole class</li> <li>• Poster or charts with best times, etc. on display on the walls</li> <li>• Relevant Internet Videos</li> <li>• *Listen to music when possible for rhythm and motivation</li> </ul>	

**PHYSICAL EDUCATION GRADES 9-12 / PHYSICAL FITNESS (con't)**

	Core Content		Instructional Actions	
Cumulative Progress Indicators	<b>Concepts</b> <i>What students will know.</i>	<b>Skills</b> <i>What students will be able to do.</i>	<b>Activities/Strategies</b> Technology Implementation/ Interdisciplinary Connections	<b>Assessment Check Points</b>
	any equipment <ul style="list-style-type: none"> <li>• Purpose of taking your pulse</li> <li>• Proper way to take pulse on self and others</li> <li>• Fundamental motor skills such as running, jumping, etc</li> <li>• The principles of overload: frequency, intensity, duration</li> <li>• The principles of progression</li> <li>• The principles of specificity</li> <li>• How to safely perform fitness activities in relation to space, weather, equipment, etc.</li> <li>• How to properly warm-up before participating in strenuous activities; Dynamic and Static stretches</li> </ul>			



### PHYSICAL EDUCATION GRADES 9-12 / PHYSICAL FITNESS (con't)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>S.H.A.P.E. AMERICA Shapeamerica.org</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></p> <p>Stillwell, Jim M., Willgoose, Carl E., <u>Physical Education Curriculum</u>, Waveland press, Inc.(2005)</p> <p>Kirk, MacDonald, O'Sullivan (2008), <u>Handbook of Physical Education</u>, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>S.H.A.P.E. AMERICA (Society of Health &amp; Physical Educators)</p> <p>shapeamerica.org pe central.org <a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p>
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**PHYSICAL EDUCATION GRADES 9-12 / INDOOR ACTIVITIES – DEVELOPMENTAL GAMES**

**Targeted State Standards:**

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

**Unit Objectives/Enduring Understandings:** The students will understand that all sports and games that are played outdoors can be modified to play indoors. The students will understand that working with others and encouraging teamwork will build confidence and support within a group.

**Essential Questions:** How can developmental games and activities help to build positive social and emotional behavior?

**Unit Assessment:** Students will demonstrate improved motor skills, teamwork, sportsmanship, problem-solving techniques, and communication and leadership skills. Also through teacher observation and question and answer.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.5.12.A.1 – Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2 – Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance. 2.5.12.A.3 – Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness)	<ul style="list-style-type: none"> <li>History of each activity</li> <li>Proper equipment necessary to participate safely</li> <li>All proper terminology associated with the activity</li> <li>All the fundamentals, proper techniques, and skills necessary for each activity</li> <li>The rules and strategies of each activity</li> <li>Proper sportsmanship</li> <li>Safety factors for each activity</li> <li>Objectives of each activity</li> <li>Fitness and conditioning benefits of each activity</li> <li>Values of teamwork</li> <li>How to officiate and manage the activities</li> <li>The dangers of performance enhancing substances</li> </ul>	<ul style="list-style-type: none"> <li>Adjust to the new indoor rules for all activities</li> <li>Adjust to the different equipment used indoors</li> <li>Adjust to the different space constraints when playing indoors</li> <li>Communicate &amp; cooperate with their teammates</li> <li>Use higher order thinking to solve strategic problems within gameplay</li> <li>Develop socialization skills use critical thinking/problem solving skills</li> <li>Create a new skill set &amp; adapt their existing skill set to the activity</li> <li>Learn a lifetime participation activity through skill &amp;</li> </ul>	<ul style="list-style-type: none"> <li>Warm-up activities – daily warm-up activities should include both Dynamic and Static Stretching, followed by sit-ups and push-ups</li> <li>Group discussion/teacher lecture</li> <li>Study guides</li> <li>Student demonstration</li> <li>Student modeling (highly skilled players)</li> <li>Individual skills/drills</li> <li>Partner skills/drills</li> <li>Group skills/drills</li> <li>Offensive/defensive skills/drills</li> <li>Team skills/drills</li> <li>Lines, circles, relays</li> <li>Skill/drill stations</li> <li>Circuit training</li> <li>Position work</li> </ul>	<ul style="list-style-type: none"> <li>Written tests</li> <li>Skills tests</li> <li>Teacher observation</li> <li>PE Grading: Policies/Procedures</li> <li>Drills</li> <li>Practice games</li> <li>Game play</li> <li>Questions and answers</li> </ul>

## PHYSICAL EDUCATION GRADES 9-12 / INDOOR ACTIVITIES – DEVELOPMENTAL GAMES (con't)

Cumulative Progress Indicators	Core Content		Instructional Actions	
	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
<p>2.5.12.A.4 – Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>2.5.12.B.2 – Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3 – Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.2 – Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.</p> <p>2.5.12.C.3 – Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.</p> <p>2.6.12.A.5 – Debate the use of performance enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve</p>	<ul style="list-style-type: none"> <li>• Mental toughness needed to participate in individual activities</li> <li>• These activities can be played throughout one's lifetime</li> <li>• All team sports and individual and lifetime activities can be modified for indoor play</li> <li>• All rule changes for indoor play</li> <li>• Games played indoors cannot always be played with the same kind of intensity as those played outdoors because of space, different equipment, etc.</li> <li>• Modifying games to "sideline" indoor games changes the rules, strategies, etc. developmental games can be used as lead-up or conditioning activities, or merely as a break from the regular routine of activities.</li> <li>• These games can enhance class spirit and help to build positive social and emotional behavior.</li> <li>• Fair play, group success, and respect for others will be encouraged through all games.</li> </ul>	<ul style="list-style-type: none"> <li>• knowledge development</li> <li>• Research and find information on the activity</li> <li>• Appreciate the mental, social, and physical benefits of these activities.</li> <li>• Practice their skills on their own</li> <li>• Perform in a short – sided or modified game</li> <li>• Perform in a regular game</li> <li>• Officiate a game</li> <li>• Play many positions effectively</li> <li>• Keep score effectively</li> <li>• Exhibit the qualities of a good teammate</li> <li>• Serve as captain or manager of a team</li> <li>• Enforce the rules and settle arguments</li> <li>• Display good sportsmanship</li> <li>• Mentally prepare for participation</li> <li>• Use skills learned in one activity and apply them in another</li> <li>• Practice for improvement</li> <li>• Participate effectively and to the best of their ability without using performance enhancing substances.</li> </ul>	<ul style="list-style-type: none"> <li>• Contests – individual and team</li> <li>• Scrimmages and modified games</li> <li>• Regular game schedule</li> <li>• Tournament schedule</li> <li>• Students officiate games</li> <li>• Ability grouping and differentiated instruction</li> <li>• Ice breaker activities</li> <li>• Combatives</li> <li>• Muscle builders</li> <li>• Ball games</li> <li>• Relays</li> <li>• Trust/Cooperative activities</li> <li>• New Games</li> <li>• Modified team sports</li> <li>• Modified individual sports</li> <li>• Modified lifetime sports</li> <li>• Modified recreational activities</li> </ul>	

**PHYSICAL EDUCATION GRADES 9-12 / INDOOR ACTIVITIES – DEVELOPMENTAL GAMES (con't)**

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
performance. CRP1-Act as a responsible and contributing citizen and employee. CRP3-Attend to personal health & financial well-being. CRP4-Communicate clearly and effectively and with reason. CRP5-Consider the environmental, social, and economic impacts of decisions. CRP6-Demonstrate creativity & innovation. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them. CRP9-Model integrity, ethical leadership and effective management. CRP11-Use technology to enhance productivity CRP 12-Work productively in teams while using cultural global competence.	<ul style="list-style-type: none"> <li>*All games/activities can be modified for sideline/indoor variations – equipment, space, rules, etc. will also be modified. New games, using skills and variations of these games, will also be incorporated into the program</li> </ul>			

### PHYSICAL EDUCATION GRADES 9-12 / INDOOR ACTIVITIES – DEVELOPMENTAL GAMES (con't)

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>S.H.A.P.E. AMERICA Shapeamerica.org</p> <p>Centers for Disease Control and Prevention(2006) <i>Physical Education Curriculum Analysis Tool</i> . Atlanta, GA: Author <a href="http://www.cdc.gov/HealthyYouth/physicalactivity/">http://www.cdc.gov/HealthyYouth/physicalactivity/</a></p> <p>National Association for Sport and Physical Education (2004) <i>Moving Toward the Future: National Standards for Physical Education</i>. Reston, VA</p> <p>New Jersey Department of Education (2009) Core Curriculum Content Standards in Comprehensive Health and Physical Education <a href="http://www.nj.gov/education/aps/cccs/chpe/standards.htm">www.nj.gov/education/aps/cccs/chpe/standards.htm</a></p> <p>Partnership for 21<sup>st</sup> Century Skills <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></p> <p>National Association for Sport and PE</p> <p>Stillwell, Jim M., Willgoose, Carl E., <u>Physical Education Curriculum</u>, Waveland press, Inc.(2005</p> <p>Kirk, MacDonald, O'Sullivan (2008), <u>Handbook of Physical Education</u>, Sage Publications</p> <p>JOHPERD, Journal of Physical Education, Recreation and Dance.</p> <p>AAPAR, American Association for Physical Activity and Recreation.</p> <p>S.H.A.P.E. AMERICA (Society of Health &amp; Physical Educators)</p> <p><a href="http://shapeamerica.org">shapeamerica.org</a></p> <p><a href="http://pecentral.org">pecentral.org</a> <a href="http://www.sportime.com">www.sportime.com</a></p> <p>Internet Resources and Websites</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Adjust rules to fit the needs of the learner.</p> <p>Remediation of fundamental skills where needed</p> <p>Modify skills per individuals needs</p> <p>Utilize peer tutors</p> <p>Adjust size of, or modify, equipment</p> <p>Modify movements; break down movement into simpler steps</p> <p>Consult IEPs and 504 Plans</p> <p>Provide a study guide</p>
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### Unit Title: Fitness Center

**Targeted Standards:** 2.1 Wellness – All students will acquire health promotion concepts and skills to support a healthy, active, lifestyle.  
 2.2 Integrated Skills – All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle  
 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.  
 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Unit Objectives/Conceptual Understandings:** Students will develop the skills necessary to participate effectively and safely in the fitness center. Students will understand how to track their own fitness and physical activity using classroom technology. Students will maintain regular participation in physical activity in the fitness center.

**Essential Questions:** What is the proper technique of each equipment in the fitness center? How can you ensure safety is met in the fitness center? What are the physical and mental benefits of exercising in a fitness center? What muscle group does each piece of equipment impact? What muscle group does each piece of equipment impact? What are the sets and reps to improve muscle strength, mass, and endurance? What is the difference between anaerobic vs aerobic exercise?

**Unit Assessment:** Teacher observation, fitness levels improvement, fitness testing. Save and successful completion of various fitness activities and tasks.

	Core Content Objectives		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
2.1.12.B.1 Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.  2.1.12.C.1 Determine diseases and health conditions that may occur during one’s lifespan and identify prevention and treatment strategies.  2.1.12.E.4 Develop a personal stress management plan to	<ul style="list-style-type: none"> <li>Students will be able to understand how to read &amp; understand a fitness plan.</li> <li>Students will be able to create a fitness plan that fits the need of each individual student.</li> <li>Students will understand the correlation between body systems and how proper exercise effects those systems.</li> </ul>	<ul style="list-style-type: none"> <li>Safely &amp; properly demonstrate the correct form of various exercise.</li> <li>Increase cardiovascular endurance, muscular strength, muscular endurance and flexibility.</li> <li>Increase knowledge and understanding on how to workout in a gym/fitness center setting.</li> <li>Understand the sets and reps</li> </ul>	<ul style="list-style-type: none"> <li>Cardiovascular endurance (elliptical, treadmill, stationary bike, step machine)</li> <li>Muscular strength (universal, plate loaded equipment, dumbbells, kettle bells, etc.)</li> <li>Muscular endurance ((universal, plate loaded equipment, dumbbells, kettle bells, etc.)</li> <li>Body Composition</li> <li>Flexibility (bands, bosu balls, open area for stretching)</li> <li>Small group exercise</li> </ul>	<ul style="list-style-type: none"> <li>Observations</li> <li>Pre-assessment</li> <li>Post-assessment</li> </ul>

**Unit Title: Fitness Center (cont.)**

<p>improve/maintain wellness.</p> <p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.</p> <p>2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)</p> <p>2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.</p> <p>2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.</p>	<ul style="list-style-type: none"> <li>• Students will be able to understand how to workout the various muscle groups in the body.</li> </ul>	<p>needed to improve muscular strength, mass, and endurance using the machines in the fitness center.</p>	<ul style="list-style-type: none"> <li>• Circuit training</li> <li>• DVD / Youtube workouts</li> <li>• TRX</li> <li>• Super sets</li> <li>• Plyometrics</li> </ul>	
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**Unit Title: Fitness Center (cont.)**

<p><b>Resources:</b> Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Supportive DVDs/Videos</p> <p>Current Health Magazines / Internet articles Best Practices</p> <p>True Fitness: Treadmill, stationary bike, elliptical Octane Fitness: elliptical Body solid pro club line series II Stairway: Stair climber Youtube tutorials for True, Octane, Stairway and other equipment &amp; exercises</p>	<p><b>Instructional Adjustments:</b> Modifications, student difficulties, possible misunderstandings</p> <p>Differentiated Instruction Modify Curriculum to Suit Individual Needs Consult IEPs and 504 Plans Utilize Peer Tutors Assign Roles or Specific Tasks for Group Projects Adapt Lessons to Accommodate Multiple Intelligences</p>
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