

Physical Education IV

Implement start year – 2014-2015

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Unit #1, Topic – Lifetime Activities and Movement Concepts

Transfer goal: Students will be able to independently use their learning to participate in lifetime learning activities.

Stage 1 – Desired Results

Established Goals

2014 NJSLS Standard(s), Strand(s)/CPI #
(<http://www.state.nj.us/education/cccs/2014/chp>)

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

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, Safety

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

- A. Fitness and Physical Activity

21st Century Themes (www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Lifetime activities provide opportunities for healthy social interaction and beneficial beyond high school.</p> <p><i>EU 2</i> Safely and correctly performing specific skills improves overall performance and increases the likelihood of participation in lifelong physical activity.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does social interaction benefit me as a person? • What can I do beyond high school to remain active? • How can participation in lifetime activities promote wellness? • Does a person have to be physically active to be healthy? • Why is physical activity important beyond high school? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why is it important to perform skills safely and correctly? • What skills are important to performance? • How do effective and appropriate skills affect a healthy lifestyle?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Types of social interaction that are essential in lifetime activities. • The terminology required to communicate in the lifetime activities <p><i>EU 2</i></p> <ul style="list-style-type: none"> • How to apply safety concepts into lifetime activities. • The proper techniques in order to safely and successfully participate in lifetime activities • Proper execution of skills for lifetime activities 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p>Pickleball, Tennis, and Badminton –</p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Demonstrate healthy interaction, communication and cooperation between partners and/or teammates. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Execute the following skills: <u>Racquet sports</u>: grip, serve, forehand drives, clears, smashes, drop shot, backhand drives, <u>Volleyball</u>: bump, set, spike, dig, dink, serve, kill. • apply rules and safety in a game setting. <p>Washers, Bocce, Dance, Horse Shoes, Archery, Golf –</p> <p><i>EU1</i></p> <ul style="list-style-type: none"> • Demonstrate healthy interaction, communication and cooperation between teammates, partners, and/or opponents. <p><i>EU2</i></p> <ul style="list-style-type: none"> • Execute skills required for that specific activity. • Apply terminology, scoring, rules and regulations in practice and game situations for that specific activity. • Apply the knowledge of rhythm to each specific activity.

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Demonstration of Skill
- Written Assessment on Activity
- Teacher Observation
- Participation
- Self-Assessment of Skills

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

The activities listed in all four of the LRHSD approved Physical Education curricula (9th-12th grades) can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: kick ball, wiffle ball, indoor soccer, Frisbee games, king pin, guard the pin, tag games, aerobic exercises/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickle ball, tennis, team hand ball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, square crab soccer, and moon ball.

- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities. (A)
- Students will review the study guide for activity specific information. (A)
- Students will perform skills learned with/without the use of equipment.(M)
- Teacher will introduce terminology specific to each activity to students. (M)
- Have partners, teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class.(M)
- Students work independently to develop their own skills and techniques in order to play a specific activityproperlt. (T)
- Upon completion of the skills learned in each activity, the student will compete in the activity using proper scoring and technique. (T)