

# Physical Education IV

Implement start year – 2014-2015

Revision Committee Members, email, extension – Jeff Kates - jkates@lrhsd.org; Ext. 4441; PJ Mehigan - pmehigan@lrhsd.org; Ext 2297; Ellen Regn - eregn@lrhsd.org, Ext: 8759; Jody Stansbury - jstansbury@lrhsd.org, Ext 8840

## Unit #3: Safety, Sportsmanship, Rules, Strategy

Transfer goal: Students will be able to independently use their learning to participate safely, strategically, and with good sportsmanship within the rules of activity.

### 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

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

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i>  Employing strategy and teamwork is important as you continue to participate in sports beyond high school.</p> <p><i>EU 2</i>  Rules, safety, and fair play in sports can be directly correlated to real life situations.</p> <p><i>EU 3</i>  Behaving well is as important as playing well.</p>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Do you need strategy or can you just go play a sport?</li> <li>• Are strategy and teamwork the same thing?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• What makes sports/activities enjoyable?</li> <li>• What does a safe and fair game look like?</li> <li>• Are sports a microcosm of life?</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Does good sportsmanship change over time?</li> <li>• Do sports always need officials to run smoothly?</li> <li>• Who is responsible for our behavior on the field of play?</li> </ul>
<p><b><u>Knowledge:</u></b>  <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Proper body position for each activity.</li> <li>• Ways in which strategy and teamwork are components of sports related activities.</li> <li>• Ways in which teamwork and strategy enhance their playing experience.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• The benefits of playing sports throughout their life.</li> <li>• The ways that sports and life share many common themes.</li> <li>• The reasons for safe play.</li> <li>• The proper use of equipment and care of facilities.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How to participate without endangering the safety of others.</li> <li>• Why etiquette and sportsmanship are important.</li> </ul>	<p><b><u>Skills:</u></b>  <i>Students will be able to . . .</i>  <b>Softball</b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Demonstrate strategy by advancing base runners and having proper defensive alignment.</li> <li>• Demonstrate teamwork through healthful interaction, communication, and cooperation between teammates.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Apply terminology, scoring, rules and regulations in practice drills, and game situations.</li> <li>• Interact with teammates and opponents in a safe and fair manner.</li> <li>• Demonstrate safety procedures and care for equipment.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• Demonstrate proper etiquette and sportsmanship during play.</li> </ul>

	<p><b>Volleyball</b></p> <p>EU 1</p> <ul style="list-style-type: none"> <li>• Demonstrate knowledge of offensive and defensive strategies in game play.</li> <li>• Demonstrate healthful interaction, communication and cooperation between teammates.</li> </ul> <p>EU 2</p> <ul style="list-style-type: none"> <li>• Apply terminology, scoring, rules, and regulations in practice, drills, and game play</li> <li>• Interact with teammates and opponents in a safe and fair manner.</li> </ul> <p>EU 3</p> <ul style="list-style-type: none"> <li>• Display proper etiquette and sportsmanship during play</li> <li>• Demonstrate safety procedures and care for equipment</li> </ul>
--	--

**Stage 2 – Assessment Evidence**

--

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

- Unit Quizzes/Tests
- Peer-to-Peer Communication
- Handouts
- Teacher Observations

## 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 (9<sup>th</sup>-12<sup>th</sup> grades) can be interchanged due to safety of the activity/sport, inclement weather and/or 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: kickball, wiffle ball, indoor soccer, ultimate Frisbee, 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.

- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities. **(A)**
- Review the study guide for activity specific information. **(A)**
- Model and discuss the skills/rules/strategies to be applied during fair game play. **(A)**
- Have teams share and discuss their offensive and defensive strategies. **(M)**
- Apply the rules, safety precautions and strategies to game situations. **(M, T)**
- Drill and practice individual physical skills and common strategies. **(T)**
- Demonstrate physical skills and/or teamwork during lead up strategies. **(T)**