

<b>Course Title – Physical Education II</b>	
<b>Implement start year – 2015-2016</b>	
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<b>Unit # 1, topic – Sportsmanship, Strategy and Team Sports</b>	
<b>Transfer Goal –</b> Students will be able to independently use their learning to participate in team sports.	
<b>Stage 1 – Desired Results</b>	
<p style="text-align: center;"><b><u>Established Goals</u></b></p> <p style="text-align: center;"><b>2014 NJSL Standard(s), Strand(s)/CPI #</b> (<a href="http://www.state.nj.us/education/cccs/2014/chp">http://www.state.nj.us/education/cccs/2014/chp</a>)</p> <p><b>2.5 Motor Skill Development:</b> All students will utilize safe, efficient, and effective movement to development and maintain a healthy, active lifestyle. A. Movement Skills and Concepts B. Strategy C. Sportsmanship, Rules, Safety</p> <p><b>2.6 Fitness:</b> 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</p>	<p style="text-align: center;"><b><u>21<sup>st</sup> Century Themes</u></b> ( <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a> )</p> <p><input type="checkbox"/> Global Awareness <input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> Civic Literacy <input checked="" type="checkbox"/> Health Literacy <input type="checkbox"/> Environmental Literacy</p> <hr/> <p style="text-align: center;"><b><u>21<sup>st</sup> Century Skills</u></b></p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p>

	<p><i>Life and Career Skills:</i></p> <ul style="list-style-type: none"> <li><u>X</u> Flexibility and Adaptability</li> <li><u>X</u> Initiative and Self-Direction</li> <li><u>X</u> Social and Cross-Cultural Skills</li> <li><u>X</u> Productivity and Accountability</li> <li><u>X</u> Leadership and Responsibility</li> </ul>
<p><b><u>Enduring Understandings:</u></b>  <i>Students will understand that . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• team sports provide opportunities for healthy social interaction and their benefits beyond high school.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• safety and correctly performing specific skills improves overall performance and increases the likelihood of participation in team sports.</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• rules, safety, and fair play in sports can be directly correlated to real life situations.</li> </ul>	<p><b><u>Essential Questions:</u></b></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• How does social interaction benefit me as a person?</li> <li>• What are the best activities to do beyond high school?</li> <li>• How can participation in team sports promote wellness?</li> <li>• Does a person have to be physically active to be healthy?</li> <li>• Why is physical activity important beyond high school?</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Why is it important to perform skills safely and correctly?</li> <li>• To enhance performance, which skills need to be perfected?</li> <li>• How do effective and appropriate skills affect a healthy lifestyle?</li> </ul> <p><i>EU 3</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> <li>• Does good sportsmanship change over time?</li> </ul>

<p><b>Knowledge:</b> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• types of social interaction that are essential in lifetime activities.</li> <li>• the terminology required to communicate in the lifetime activities.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• how to apply safety concepts into lifetime activities.</li> <li>• the proper techniques in order to safely and successfully.</li> <li>• participate in lifetime activities.</li> <li>• proper execution of skills for lifetime activities.</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>Skills:</b> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• participate in any team oriented sports.</li> <li>• demonstrate healthy interaction, communication and cooperation between partners and/or teammates.</li> <li>• demonstrate healthy interaction, communication and cooperation between teammates, partners, and/or opponents.</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• execute the necessary skills needed to participate in any team oriented sport.</li> <li>• apply rules and safety in a game setting.</li> <li>• execute skills required for that specific activity.</li> <li>• apply terminology, scoring, rules and regulations in practice and game situations for that specific activity.</li> <li>• apply the knowledge of rhythm to each specific activity.</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>Stage 2 – Assessment Evidence</b></p>	
<p><b>Other Recommended Evidence:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of Skill</li> <li>• Written Assessment on Activity</li> <li>• Teacher Observation</li> <li>• Participation</li> <li>• Self-Assessment of Skills</li> </ul>	

- Tests/quizzes

### Stage 3 – Learning Plan

#### **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:**

The activities listed (Volleyball, Team oriented sports, Pickle ball, Football, Basketball, Soccer, Ultimate Frisbee) 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, football, team hand ball, tag games, ice breakers, 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 team sports. (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)
- Partners, teams or individuals will perform the skills and techniques in order to successfully participate in a specified activity in class. (M)
- Students will work independently to develop their own skills and techniques in order to play a specific activity properly. (T)
- Upon completion of the skills learned in each activity, the student will compete in the activity using proper scoring and technique. (T)
- Students will discuss benefits of lifetime activities. (M)
- Teacher will introduce scoring, rules and regulations for each activity. (A)
- Teacher will introduce age appropriate games/activities to be used over a lifetime. (A)