

**Physical Education 3
Unit 1- Safety, Sportsmanship, Rules, and Strategy**

Year of Implementation: 2019-2020

Curriculum Team Members:

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

Established Goals

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

Standard 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

Standard 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

**New Jersey Student Learning Standards
21st Century Life and Careers**
(<https://www.nj.gov/education/cccs/2014/career/9.pdf>)

Career Ready Practices

- _____ CRP1. Act as a responsible and contributing citizen and employee.
- _____ CRP2. Apply appropriate academic and technical skills.

- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life Standards

9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

- *Health Science Career Cluster
- *Human service Career Cluster

Transfer Goal(s): Students will be able to independently use their learning to participate in a given activity with good sportsmanship, with learned strategy, and within safety guidelines.

Enduring Understandings:

Students will understand that . . .

EU 1

employing strategy and teamwork is as important as the ability to perform the technique of an activity.

EU 2

rules help keep games and activities safe and fair.

EU 3

Essential Questions:

EU 1

- Do you need strategy or can you just go and play an activity?
- Are strategy and teamwork the same thing?
- How does strategy change from activity to activity?
- How does strategy change throughout the activity?

EU 2

- What makes sports/activities more enjoyable?

good sportsmanship and proper sport etiquette means following the rules of play and being responsible for yourself and others.

- What does a safe and fair game look like?
- Do sports need rules?

EU 3

- What does good sportsmanship look like?
- Should we have to be responsible for our own behavior?

Knowledge:

Students will know . . .

EU 1

- proper body position for each activity.
- common strategies for attacking and defending space.
- the meaning of teamwork
- strategies for various activities.
- different ways to communicate.

EU 2

- how to avoid injury through observing movement of other players and following rules.
- terminology and rules for each activity.
- what fair play is.

EU 3

- how to participate without endangering the safety of others.
- proper use of equipment and care of facilities.
- Proper etiquette and sportsmanship for various activities.

Skills:

Students will be able to . . .

Basketball and Volleyball

EU 1

- demonstrate strategy by creating, attacking and defending space on the court.
- demonstrate teamwork through healthful interaction, communication and cooperation between teammates.

EU 2

- apply terminology, scoring, rules, and regulations in practice, drills, and game situations.
- demonstrate spatial awareness and proper body control.

EU 3

- demonstrate safety procedures and care for equipment.
- emulate proper etiquette and sportsmanship during play.

Badminton, Pickleball, and Tennis

EU 1

- demonstrate knowledge of offensive and defensive strategies in game play.
- demonstrate healthful interaction, communication and cooperation between doubles partners.

	<p>EU 2</p> <ul style="list-style-type: none"> • apply terminology, scoring, rules, and regulations in practice, drills, and game play. • demonstrate spatial awareness and proper body control. <p>EU 3</p> <ul style="list-style-type: none"> • emulate proper etiquette and sportsmanship during play. • demonstrate safety procedures and care for equipment. <p>Four Square, Frisbee, and Ladder Golf</p> <p>EU 1</p> <ul style="list-style-type: none"> • demonstrate knowledge of offensive and defensive strategies during game play. • demonstrate healthful interaction, communication and cooperation between teammates. <p>EU 2</p> <ul style="list-style-type: none"> • apply terminology, scoring, rules, and regulations in practice and game situations for that specific activity. • demonstrate spatial awareness and proper body control. <p>EU 3</p> <ul style="list-style-type: none"> • demonstrate safety procedures and care for equipment. • emulate proper etiquette and sportsmanship during play.
Stage Two - Assessment	

Other Evidence:

- Unit Quizzes/Tests
- Teacher Observations
- Practical Assessment
- Peer-to-Peer Communication
- Handouts-Rules, Strategy

Stage Three - Instruction

***Learning Plan:* Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: 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: 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, pickleball, horseshoes, bocce, ladder golf, spikeball, corn hole, tennis, team handball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Students will review the study guide for activity specific information. **(A)**- EU 1
- Model and discuss the skills/rules/strategies to be applied during fair game play. **(A)**- EU 1
- Drill and practice individual physical skills and common strategies. **(M)**- EU 1
- Demonstrate physical skills and/or teamwork during lead up activities. **(T)**- EU 1
- Have their teams share and discuss their offensive and defensive strategies. **(M)**- EU 2
- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities. **(A)** EU 2
- Apply the rules, safety precautions, etiquette, and strategies to game situations. **(M, T)**- EU 3

Tailoring for Diverse Learners:

- Assess prior knowledge and skills through differentiated activities to accommodate different knowledge and skill levels.
- Provide students with open-ended questions, activities, assignments, and assessments that enable students to give different but equally valid responses.
- Appeal to various modalities (e.g., present information orally, visually, and writing)
- Accommodate students with different learning styles by providing opportunities for them to work alone and in groups.