

PHYSICAL EDUCATION GRADE 9

THE EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 19, 2022
Written by: Kyle Kaminskis and EHS Staff

Michael Nitti
Superintendent

In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

Table of Contents

	<u>Page</u>
Rationale and Summary	3
NJSLS Standards for Health Education	4
21 st Century Life and Careers	6
Instructional Focus	7
Objectives	9
Assessments	10

Rationale and Summary:

The Physical education program should look to develop and maintain positive routines, values, and attitudes in relation to physical health and wellbeing. Physical Education is an important part of the educational experience as it promotes relationships and creativity, while striving to meet a personal or team goal. This program is used to develop a student who can increase their physical health through recreational team and individual activities, while still keeping in mind the team or personal goals that were set. Physical education looks to help students become more self-confident through various challenges in and around the physical classroom space. Learning lifelong skills is the key to continuing a long and healthy lifestyle. 9th grade physical education puts an emphasis on health related fitness and skill related fitness as well as lifelong fitness and learning. The course emphasizes students to develop skills in sportsmanship and fair play, fundamental skills and techniques along with good body mechanics. Students are tested for their physical fitness and they are introduced to personal forms of conditioning and body development. The activities selected will be suitable to the season as well as the developmental appropriateness of the target skill.

Pacing: 55-65 days

NJSLS for Physical Education:

Movement Skills and Concepts

Core Idea: Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., tennis, badminton, ping pong, racquetball, pickle ball).

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

Core Idea: The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

Core Idea: Individual and team execution requires interaction, respect, effort, and positive attitude.

2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Physical Fitness

Core Idea: Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self-expression, enjoyment, and emotional satisfaction.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principals (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Lifelong Fitness

Core Idea: Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, and swimming).

2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.

2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Core Idea: Community resources can support a lifetime of wellness to self and family members.

2.2.12.LF.6: Implement a financial plan for participation in physical activity in the community for self and family members.

2.2.12.LF.7: Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections.

2.2.12.LF.8: Identify personal and community resources to explore career options related to physical activity and health.

NJSLS for 21st Century Life and Careers:

Career Ready Practices

CRP 1 Acts as a responsible and contributing citizen and employee

CPR 3 Attend to personal health and financial well-being

CRP 4 Communicate clearly and effectively and with reason

Career Awareness, Exploration and Preparation

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Cross-Curricular Integration and Connections:

5.2.8.D.1 When energy is transferred from one system to another, the quantity of energy before transfer equals the quantity of energy after transfer. As an object falls, its potential energy decreases as its speed, and consequently its kinetic energy, increases. While an object is falling, some of the object's kinetic energy is transferred to the medium through which it falls, setting the medium into motion and heating it.

Instructional Focus:

Enduring Understandings:

Rules and Sportsmanship:

- Practicing appropriate and safe behaviors while participating in and viewing games, sports, and other competitive events contribute to enjoyment of the event.
- Rules help keep you safe.
- Behaving well is as important as playing well. Be accountable for the choices you make.

Fitness:

- Take care of yourself so that you can be your best every day.
- Appropriate types and amounts of physical activity enhance personal health and fitness is a lifetime commitment.

Strategy and Technique:

- Just because you can't do it today, doesn't mean you won't be able to do it tomorrow.
- Your mind must know what your body is doing.
- A good planner knows why and when to make adjustments.
- Work at your own pace but find a way.
- Offensive, defensive, and cooperative strategies are applied in most games, sports, and other activity situations.
- Ongoing feedback impacts improvement and effectiveness of movement actions. Performing movement skills effectively is often based on an individual's ability to analyze one's own performance as well as receive constructive feedback from others.

Leadership and Teamwork:

- Words can motivate or agitate
- The job of a leader is to make everyone perform better...
- A team is more than a collection of individuals.
- Teamwork consists of effective communication and other interactions between team members

Essential Questions:

Rules and Sportsmanship:

- Did I participate in the activity the way it was designed?
- In what other ways can I participate to achieve success in the activity?
- How do rules help a game?
- How do rules change the way you play?
- How does following the rules help you play better?
- Are you a quality teammate?
- How do other people see you?

Fitness:

- What does it mean to be fit?
- Why on some days do I get tired faster than on others?
- How do I get more energy?
- How did I challenge myself today?

Strategy and Technique:

- Why am I doing this?
- What's my plan?
- How is it working?
- What did I learn from playing?
- How do I get better?
- How do I reach the next level of performance?

Leadership and Teamwork:

- What makes a good leader?
- Does what I say affect how people play?
- What makes a good teammate?
- What makes a good team?

Objectives:

Students will know:

Rules and Sportsmanship:

- The characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer during physical activity.
- Activity-specific rules, explain their importance for the safety and enjoyment of participants, and follow the rules during physical activity.
- Ways to handle and care for equipment safely and responsibly.

Fitness:

- The body responses are associated with moderate to vigorous physical activity including sweating, a fast heart rate, and heavy breathing.
- The components of health-related and skill-related fitness and identify activities that develop each component.
- The physical, social, and emotional benefits of regular physical activity

Strategy and Technique:

- Skill- and activity-specific vocabulary.
- The basic movement vocabulary to describe physical activity.
- That personal and general space is used in all forms of physical activity (e.g., using the entire dance floor, position play in a sport).
- The activity-relevant body planes and parts.
- The verbal and visual cues that can be used to improve skill performance.
- The importance of proper body mechanics when performing movement skills.
- The fundamental principles of force, motion, base of support, and center of gravity as applied to physical activity.
- The ways to refine and increase control when performing movement skills.
- How a movement skill can be used in another movement setting.

Leadership and Teamwork:

- The qualities of an effective leader and a good teammate.
- The factors that lead to group success and help solve group problems.

Students will be able to:

Rules and Sportsmanship:

- Demonstrate the characteristics of good sportsmanship through appropriate behavior as both a player and an observer during physical activity.
- Apply activity-specific rules by explaining their importance for the safety and enjoyment of participants, and following the rules during physical activity.
- Demonstrate ways to handle and care for equipment safely and responsibly.

Fitness:

- Explain that practice and being healthy contribute to safe and improved performance.
- Engage in moderate to vigorous physical activity that develops all components of fitness.
- Monitor heart rate and breathing before, during, and after exercise.

Strategy and Technique:

- Demonstrate understanding of skill- and activity-specific vocabulary
- Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.
- Explain how changes in direction, pathways, and levels can alter movement.
- Explain how changes in rhythm, tempo, beat and musical style can alter movement.
- Explain verbal and visual cues used to improve skill performance.
- Demonstrate proper body mechanics when performing movement skills.
- Perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Respond in movement to changes in tempo, beat, rhythm, or musical style
- Correct movement errors in response to feedback.
- Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.
- Explain the difference between offense and defense.
- Show transfer of understanding by employing a movement skill learned in one activity to that in another movement setting.

Leadership and Teamwork:

- Demonstrate the characteristics of an effective leader and teammate when appropriate.
- Demonstrate strategies that enable team members to achieve goals.
- Promote group success by utilizing group problem-solving strategies.
- Motivate group members to work together and provide constructive feedback.
- Acknowledge the contributions of group members and choose appropriate ways to motivate them and celebrate their accomplishments.
- Demonstrate respect for the opinions and abilities of group members.

Assessments

- Teacher observations
- Classroom Discussion
- Verbal Assessment
- End of Term Assessment