

9th Grade Physical Education Curriculum

Content Area: **Physical Education**
Course(s):
Time Period: **Full Year**
Length: **30 Weeks**
Status: **Published**

Course Name, Length, Date of Revision and Curriculum Writer

COURSE NAME: 9TH GRADE PHYSICAL EDUCATION

SAYREVILLE WAR MEMORIAL

NUMBER OF CREDITS: 5 CREDITS

LENGTH: 3 QUARTERS

CURRICULUM WRITER: KIMBERLY CARKEEK

Course Overview

Statement of Purpose

The purpose of the 9th Grade Physical Education course is to provide students with opportunities to explore physical education areas such as (Individual/Dual Sports, Team Sports/Games, & Fitness/Wellness) that will enable them to become lifelong successful learners in making good choices about healthy living and life-long fitness.

Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy lifestyle. Increasing student knowledge and the ability to enact healthy behaviors will enable them to make informed choices about their health and fitness now and in the future. The use of critical thinking, decision-making, problem-solving, leadership, teamwork and communication skills are essential to making informed personal, family and community health decisions. Wellness and fitness can be defined as a way of life that emphasizes health promotion measures such as exercising on a regular basis and maintaining a healthy quality of life through fitness.

Summary of the Course

Grade 9 Physical Education is a required yearly course designed for Freshmen. The course provides students with the skills needed to make decisions that will impact life today and in the future. Topics include Individual/Dual Sports, Team Sports/Games, & Fitness/Wellness.

The course will provide the students all necessary knowledge through three instructional units. The units will focus on specific sports and exercises and will be the beginning benchmark for Physical Education at the High School level. Teachers are encouraged to use multiple forms of assessment to ensure students have acquired the necessary skills and benchmarks mandated by the New Jersey Student Learning Standards. Summative assessments are to be administered at the end of each unit. These can include lesson and chapter quizzes, portfolios, projects, and any other form of assessment that the teacher sees fit. Formative assessments should also be used throughout each lesson to check for understanding and gauge student skill levels. In order to address a wide variety of student skill levels, teachers should differentiate instruction to appropriately challenge all students in the class. Finally, modifications should be made that address students with Individualized Educational Plans (IEP), Multi-Lingual Learners (MLs), and those requiring other modifications (504 plans) as well as academically at risk and gifted as needed.

In order to demonstrate a cohesive and complete implementation plan the following general suggestions are provided:

- The use of various formative assessments is encouraged in order to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put in in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn.
- Assessments should be varied and assess topics of instruction delivered in class.

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Unit 10: Individual/Dual Sports

Content Area: **Physical Education**

Course(s):

Time Period: **1st Semester**

Length: **10 Weeks- Ongoing**

Status: **Approved**

Summary of the Unit

- 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).
- Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 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.
- Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new).
- 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.
- Identify personal and community resources to explore career options related to physical activity and health.

Enduring Understandings

- Identify and understand the benefits of participating in individual and dual sports
- Demonstrate or explain spatial awareness and movement principles during play
- Apply terminology, rules, and safety principles appropriate for individual/dual sports
- Demonstrate proper sportsmanship during activity

Essential Questions

- What lifelong benefits can be gained from participating in individual and dual sports
- What are specific skills that allow for successful participation in an individual/dual sport?
- Why is sportsmanship important?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Cooperative activities
- Skills application

Resources

- Sports equipment
- Court diagrams
- Copy of rules and regulations for each sport
- <http://www.rulesofsport.com/sports/archery.html>
- <https://www.badmintonbible.com/articles/rules/simple>
- <https://www.usapa.org/what-is-pickleball/>
- <http://www.tennistips.org/tennis-scoring.html>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
<p>What are the rules and safety regulations of Archery?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to understand and implement the rules and safety regulations of Archery</p>	<p>Class discussion of rules and regulations of Archery</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p>
<p>What is the proper usage of and shooting commands in Archery?</p> <p>3 Days/Ongoing</p>	<p>Students will be able to explain and demonstrate the proper usage of and shooting commands in Archery</p>	<p>Class demonstration and practice of the proper usage of and shooting commands of Archery</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p>

			Skills performance
What is the proper shooting position in Archery? 2 Days/Ongoing	Students will be able to explain and demonstrate the proper shooting position in Archery	Class demonstration and practice of the proper usage of and shooting commands of Archery	Class participation Knowledge of rules and equipment Written tests/quizzes
			Skills performance
How do you score in Archery? 2Days/Ongoing	Students will be able to explain how to score and what each color means on a target for scoring.	Students will practice shooting and will work together to add up scores	Class participation Knowledge of rules and equipment Written tests/quizzes
			Skills performance
How is Archery executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed for Archery including: proper stance, shooting, proper commands, and scoring	Individual competitions Team competitions	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
What are the rules and safety regulations of Badminton?	Students will be able to understand and implement	Class discussion of rules and regulations of Badminton	Class participation Knowledge of rules and

2 Days/Ongoing	the rules and safety regulations of Badminton		equipment Written tests/quizzes Skills performance
What is the proper usage of Badminton racket? 3 Days/Ongoing	Students will be able to explain and demonstrate the proper usage of Badminton racket	Class demonstration and practice of the properly Badminton racket	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How do you score in Badminton? 2Days/Ongoing	Students will be able to explain how to score in Badminton	Students will practice hitting a birdie and will work together to keep score	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How is Badminton executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to play a game of Badminton including: proper holding of a racket, proper serving and	Individual competitions Team competitions	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance

Standards

HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
HE.9-12.2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.

- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Computer Sci Design Thinking

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

Unit 20: Team Sports/Games

Content Area: **Sample Content Area**
 Course(s):
 Time Period: **1st Semester**
 Length: **10 Weeks-Ongoing**
 Status: **Awaiting Review**

Summary of the Unit

- Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills (e.g., Soccer, Volleyball, & Basketball).
- Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
- Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
- 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.
- Respect and appreciate all levels of ability and encourage with care during all physical activities
- 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.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- 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.
- Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, teamwork, building trust, experiencing something new).
- 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.

Enduring Understandings

- Know terminology, rules, and safety principles appropriate for team sports/games.
- Apply the skills, techniques, and tactics in selected team sports/games for successful play.
- Understand how to implement mental strategies to enhance game situations.
- Assess the performance of self and others in team sports/games.
- Demonstrate proper sportsmanship during activity.

Essential Questions

- How can understanding movement concepts improve my skill performance?
- How does one enhance participation in activity through application of mental strategies and game strategies?
- How do good sportsmanship, effort, and teamwork build confidence and support within a group?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Cooperative activities
- Skills application

Resources

- Basketballs/nets
- Indoor soccer ball/goals
- Volleyballs/nets/score keeper
- Pinnies
- Canvas sports rules and regulations
- <https://www.breakthroughbasketball.com/basics/basics.html>
- <https://www.ussoccer.com/referees/laws-of-the-game>
- <http://www.strength-and-power-for-volleyball.com/basic-volleyball-rules.html>

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
What are the rules and safety regulations of Soccer? 2 Days/Ongoing	Students will be able to understand and implement the rules and safety regulations of Soccer	Class discussion of rules and regulations of Soccer	Class participation Knowledge of rules and equipment Written tests/quizzes
What are the field dimensions and set up of a Soccer field? 3 Days/Ongoing	Students will be able to explain and demonstrate the proper set up of a Soccer field	Class demonstration and practice set up of a Soccer field	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance

<p>How do you properly shoot, pass, dribble and throw-in a Soccer ball?</p> <p>3 Days/Ongoing</p>	<p>Students will be able to explain and demonstrate how to properly shoot, pass, dribble and throw-in a Soccer ball</p>	<p>Class demonstration and practice of the proper way to shoot, pass, dribble, and throw-in a Soccer ball</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>How do you score in Soccer?</p> <p>1 Days/Ongoing</p>	<p>Students will be able to explain how to score in Soccer</p>	<p>Students will practice shooting and will work together to come up with strategies on how to score in Soccer</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>How is Soccer executed?</p> <p>3Weeks/Ongoing</p>	<p>Students will be able to comprehend and demonstrate all the skills needed for playing a game of Soccer</p>	<p>Team competitions</p> <p>Tournament Play</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>What are the rules and safety regulations of Volleyball?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to understand and implement the rules and safety regulations of Volleyball</p>	<p>Class discussion of rules and regulations of Volleyball</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p>

			Skills performance
How do you properly rotate and serve in Volleyball? 3 Days/Ongoing	Students will be able to explain and demonstrate how to properly rotate and serve in a game of Volleyball	Class demonstration and practice of the properly rotating and serving in Volleyball	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How do you score in Volleyball? 2Days/Ongoing	Students will be able to explain how to score in Volleyball	Students will practice keeping score in a game of Volleyball	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How is Volleyball executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to play a game of Volleyball including: proper rotation, bumping, setting, spiking, and, proper serving.	Team competitions Tournament Play	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
What are the rules and safety regulations of Basketball?	Students will be able to understand and	Class discussion of rules and regulations of Basketball	Class participation Knowledge of rules and

2 Days/Ongoing	implement the rules and safety regulations of Basketball		equipment Written tests/quizzes Skills performance
What are the court dimensions and line markings in Basketball 2 Days/Ongoing	Students will be able to explain the court dimensions and line markings in Basketball	Class demonstration and knowledge of line markings and dimensions of a Basketball court	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How do you properly, shoot, do a jump shot, foul shot, and lay up in Basketball? 2Days/Ongoing	Students will be able to explain how to properly do a jump shot, foul shot, and lay up in Basketball	Students will practice properly doing a jump shot, foul shot, and lay up in Basketball through drills and practice games	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How is Basketball executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to play a game of Basketball including: proper shooting and scoring.	Team competitions Tournament Play	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance

Standards

HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HE.9-12.2.2.12.MSC.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.
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Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
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- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g.

conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).

- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Computer Sci Design Thinking

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.

Unit 30: Fitness/Wellness

Content Area: **Sample Content Area**
Course(s):
Time Period: **2nd Semester**
Length: **10 Weeks- Ongoing**
Status: **Awaiting Review**

Summary of the Unit

- Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social, and emotional life.
- Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle
- 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.
- Respect and appreciate all levels of ability and encourage with care during all physical activities.
- Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
- 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).
- 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.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

Enduring Understandings

- Know why it is important to maintain a healthy level of fitness so that you can lead a productive life.
- Understand concepts of movement that will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understand the inherent rhythmic nature of all physical activity.
- Understand that the FITT principle helps one to safely apply strategies and exercise to improve physical fitness.

- Apply their knowledge of multiple forms of cardiovascular endurance and muscular strength training to enhance their individual fitness level.
- Develop an individual fitness plan.

Essential Questions

- Why is it important to maintain a healthy level of physical fitness?
- How does the FITT principle relate to physical fitness?
- How can we express ourselves through movement?
- How do I develop an appropriate fitness program and find the motivation to commit to it?

Summative Assessment and/or Summative Criteria

- Class participation
- Homework, reading assignments and preliminary exercises
- Written tests and quizzes
- Performance tests
- Cooperative activities
- Skills application

Resources

- Internet
- TV/DVDs
- Cardio equipment (treadmill, elliptical, jump rope, etc.)
- Steps (for step aerobics)
- Aerobics information on Canvas
- Yoga mats
- Body bars
- Exercise bands

- Stability balls
- Medicine balls
- Kettlebells
- Body Toning informational handout
- Guest teachers
- Track
- Pedometers
- Heart rate monitors
- Weight equipment (free weights, machines, exercise bands, medicine balls, kettle bells, etc.)
- Fitness equipment (stability balls, exercise bands, etc.)
- P90X - <https://www.youtube.com/watch?v=ISkp7eaoADc>
- Men's fitness - <http://www.mensfitness.com/training/workout-routines>
- Shape - <http://www.shape.com/fitness/workouts/10-best-exercises-women>
- Youtube.com
- FitnessGram software

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
What are the benefits of regular exercise ? 2 Days/Ongoing	Students will be able to understand the benefits of regular exercise	Class discussion of the benefits of regular exercise	Class participation Knowledge of rules and equipment Written tests/quizzes
What is the correct way to find your pulse and target heart rate?	Students will be able to explain and demonstrate how to properly take their pulse and find their target heart rate	Class demonstration and individual practice of finding one's pulse and target heart rate	Class participation Knowledge of finding your pulse and target heart rate

3 Days/Ongoing			Written tests/quizzes Skills performance
How do you properly breathe while walking/running? 3 Days/Ongoing	Students will be able to explain and demonstrate how to properly breathe while walking/running	Class demonstration and practice of the proper breathing while walking/running	Class participation Written tests/quizzes Skills performance
What is proper form/posture while walking/running? 1 Days/Ongoing	Students will be able to explain proper form/posture while walking/running.	Students will practice shooting and will work together to come up with strategies on how to score in Soccer	Class participation Written tests/quizzes Skills performance
How is walking/running executed? 3Weeks/Ongoing	Students will be able to comprehend and demonstrate all the skills needed to properly walk/run	Timed walks/runs Incline walks/runs	Class participation Knowledge of proper form Written tests/quizzes Skills performance
What are the rules and safety regulations of the weight room? 2 Days/Ongoing	Students will be able to understand and implement the rules and safety regulations of the weight room	Class discussion of rules and regulations of the weight room	Class participation Knowledge of rules and equipment in the wright room Written tests/quizzes Skills performance

<p>What are the major muscles systems in the human body?</p> <p>2Days/Ongoing</p>	<p>Students will be able to explain and discuss the major muscle systems of the human body</p>	<p>Students will work in groups to explain and discuss the major muscle systems in the human body</p>	<p>Class participation</p> <p>Knowledge of human body muscle systems</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>What is the difference between toning and building mass?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to comprehend the difference between toning and building mass</p>	<p>Students will work together to decide which activities in the weight room are for toning and which are for building mass.</p>	<p>Class participation</p> <p>Knowledge of toning and building mass</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>How do you properly spot someone in the weight room?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to understand and demonstrate how to properly spot someone in the weight room</p>	<p>Students will work in groups to practice spotting each other when weight lifting</p>	<p>Class participation</p> <p>Knowledge of rules and equipment</p> <p>Written tests/quizzes</p> <p>Skills performance</p>
<p>How do you find resting, target, and max heart rates?</p> <p>2 Days/Ongoing</p>	<p>Students will be able to explain how to find their resting, target, and max heart rate</p>	<p>Students will work with a partner to find their specific resting, target, and max heart rate</p>	<p>Class participation</p> <p>Knowledge of resting, target, and max heart rate</p> <p>Written tests/quizzes</p>

			Skills performance
What are your fitness goals? 2Days/Ongoing	Students will be able to explain and discuss their fitness goals	Students will create fitness goals to themselves	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance
How do you create a personal fitness plan? 3Weeks/Ongoing	Students will be able to create and execute a personal fitness plan	Students will create a fitness plan specific to themselves and execute it throughout class time	Class participation Knowledge of rules and equipment Written tests/quizzes Skills performance

Standards

HE.9-12.2.1.12.EH.1	Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.
HE.9-12.2.1.12.PGD.1	Develop a health care plan that includes practices and strategies designed to support an active lifestyle, attend to mental health, and foster a healthy, social and emotional life.
HE.9-12.2.2.12.N.2	Determine the relationship of nutrition and physical activity to weight loss, gain, and maintenance.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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.

HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.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.
HE.9-12.2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
HE.9-12.2.2.12.PF.3	Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.
HE.9-12.2.2.12.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).
HE.9-12.2.2.12.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.

Suggested Modifications for Special Education, 504 eligible, Multilingual Learners, At Risk Students and Gifted Students

- Consistent with individual plans, when appropriate.
- Below-level learners can be provided with graphic organizers, vocabulary cards, study guides, printed notes, and leveled readers. Projects can be modified or leveled as needed.
- Restructure lesson using UDL principals (<http://www.cast.org/our-work/about-udl.html#.VXmoXcfD-UA>); Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their community.
- Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).
- Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).
- Provide multiple grouping opportunities for students to share their ideas and to encourage work among various backgrounds and cultures (e.g. multiple representation and multimodal experiences).
- Engage students with a variety of Science and Engineering practices to provide students with multiple entry points and multiple ways to demonstrate their understandings.
- Use project-based science learning to connect science with observable phenomena; Structure the learning around explaining or solving a social or community-based issue.
- Provide ELL students with multiple literacy strategies including websites with various language options.
- Collaborate with after-school programs or clubs to extend learning opportunities.

Suggested Technological Innovations/Computer Sci Design Thinking

TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.

Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C	Career Preparation

