

Grade 9-12 Physical Education

Content Area: **Health and Physical Education**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Course Pacing Guide

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All plans are subject to change based on weather and shared space accommodations.

Unit	MP	Weeks
Frisbee	1-4	1
Soccer/Football	1-4	1
Cooperative Games	1-4	1
Basketball	1-4	1
Pillow Polo	1-4	1
Team Handball	1-4	1
Pickleball	1-4	1
Volleyball	1-4	1
Invasion Games	1-4	1
Badminton	1-4	1
Lacrosse	1-4	1
Recreational Games	1-4	1
Softball	1-4	1
Fitness	1-4	1

Unit Overview

PHYSICAL EDUCATION:

In the Physical Education Units, a focus will be on skill development, understanding of the game and rules, and participating with good sportsmanship. There will be a focus on finding activities that one enjoys and learning how to incorporate that into lifetime fitness. Students will be exposed to a variety of activities to suit the needs of each student.

HPE.2.5.12.A.1	Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).
HPE.2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.
HPE.2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.
HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
HPE.2.5.12.B	Strategy
HPE.2.5.12.B.2	Apply a variety of mental strategies to improve performance.
HPE.2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.
HPE.2.5.12.B.CS1	Individual and team execution in games, sports, and other activity situations is based on the interaction of tactical use of strategies, positive mental attitudes, competent skill levels, and teamwork.

Enduring Understandings

- Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life.
- Lifetime fitness depends upon understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions

- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?
- How can I become more mentally prepared for competition and sports performance?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How do you realize age-appropriate fitness?

New Jersey Student Learning Standards (No CCS)

Amistad Integration

N/A

Holocaust/Genocide Education

N/A

Interdisciplinary Connections

During PE activities that use a ball, students will be able to change their force based on how far they would like the ball to go.

SCI.9-12.5.2.12.E.2	Compare the translational and rotational motions of a thrown object and potential applications of this understanding.
SCI.9-12.5.2.12.E.b	Objects undergo different kinds of motion (translational, rotational, and vibrational).
SCI.9-12.5.2.12.E.c	The motion of an object changes only when a net force is applied.

Technology Standards

- Students will use heart rate monitors and record their progress through a marking period.
- Students will use fitness apps to provide a variety of exercise options.

TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

21st Century Themes/Careers

- Students will be able to identify different careers in the health/physical education world, not just

including teaching.

CAEP.9.2.8.B.2

Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Financial Literacy Integration

N/A

Instructional Strategies & Learning Activities

PHYSICAL EDUCATION:

Frisbee: They will develop skills associated with Frisbee. They will learn several different ways of throw and catch a Frisbee. Students will be given instruction on the rules and strategy of the game Ultimate Frisbee. They will be able to play a game of Ultimate Frisbee.

Soccer: They will further develop skills associated with Soccer. They will learn several different ways of dribble, pass and kick a soccer ball. Students will be given instruction on the rules and strategy of the game Soccer. They will be able to play a game of Soccer.

Football: They will further develop skills associated with Football . They will learn how to throw and catch a football. Students will be able to have a pass with a football. Students will be given instruction on the rules and strategies of the game of Ultimate and Flag Football. They will be able to play a game of Ultimate and Flag Football.

Cooperative Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of group activities. Some will be large group activities and others will be small groups.

Fitness Testing: Students will be introduced to the concepts of overall physical health and well being. Students will perform fitness stations to improve their flexibility, upper body strength, lower body strength, core strength, and aerobic capacity. Students will perform a Pacer Test to measure their endurance. They will be able to identify the areas of fitness that they need to improve on.

Basketball: Students will be re-introduced to the game of basketball. They will be re-introduced to the skills of dribbling, passing and shooting, as well as learning the rules of basketball. They will practice the skills and then will integrate them into a games of basketball and knockout.

Pillow Polo: Students will be re-introduced to the game of pillow polo. They will be re-introduced to the rules of pillow polo. They will integrate rules and skills into games of pillow polo.

Team Handball: Students will be re-introduced to the game of handball. They will be re-introduced to the rules of handball. They will integrate rules and skills into games of handball.

Pickleball: Students will be re-introduced to the game of pickleball. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of pickleball. They will practice the skills and then will integrate them into a games of pickleball.

Volleyball: Students will be introduced to the game of volleyball. They will be introduced to the skills of bumping, setting and serving, as well as learning the rules of volleyball. They will practice the skills and then will integrate them into a game of volleyball and the adapted game of 4 Square Volleyball.

Invasion Games: Students will be focusing on spacial awareness, agility and leadership skills. Students will be engaging in several types of group activities and challenges.

Badminton: Students will be re-introduced to the game of badminton. They will be re-introduced to the skills of serving and volleying, as well as learning the rules of badminton. They will practice the skills and then will integrate them into a games of badminton.

Lacrosse: Students will be re-introduced to the game of lacrosse. They will be re-introduced to the skills of passing, catching and scooping, as well as learning the rules of lacrosse. They will practice the skills and then can integrate them into games of lacrosse.

Recreational Games: Students will be focusing on Character Development and Leadership Skills. Students will be engaging in several types of recreational activities. Some will be large group activities and others will be small groups.

Softball: Students will be re-introduced to the game of softball. They will be re-introduced to the skills of throwing, catching, fielding and batting, as well as learning the rules of softball. They will practice the skills and then can integrate them into a game of softball.

Differentiated Instruction

- Learning preferences integration (visual, auditory, kinesthetic)
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Game-Based Learning
- Grouping
- Rubrics
- Flipped Classroom
- Mentoring
- Student Interest & Inventory Data

Formative Assessments

- Teacher Assessment of student participation
- Group participation
- Self Assessment

Summative Assessment

- Students will create a fitness plan and put in motion.

Benchmark Assessments

- Have students find their initial strength on various weight machines.

Alternate Assessments

- Fitness tests based on goals.

Resources & Technology

- Canvas
- Heart Rate monitors
- Fitness apps
- Fitness logs

BOE Approved Texts

Closure

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- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.

- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate

Special Education

- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide visual aids.
- Go over directions orally.
- Give progress reports instead of grades.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

504

- behavior management support

- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

At Risk

- Have student restate information
- Concrete examples
- Assistance in maintaining uncluttered space
- Use of manipulatives
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Visual daily schedule
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

Gifted and Talented

Focus on effort and practice

Offer the Most Difficult First

Offer choice

Speak to Student Interests

Allow G/T students to work together

Encourage risk taking

