

## PE 5-12 Unit 1

Unit: Health and Safety Education , Grade(s) Grade 5 - Grade 12

Physical Education, Unit 1 is a three marking period course that is designed to enable students to garner the necessary knowledge to make informed decisions that support a healthy, active, lifestyle. Unit 1 repeats itself as it is split into three sections based on activity/sport/area of focus. All students complete all three sections in a different sequence. This comprehensive curriculum guide meets the requirements of the New Jersey Student Learning Standards for Physical Education in Grades 9-12, along with the Career ready Practice standards for 21st Century Life and Careers. Successful completion of this course fulfills part of the NJ High School Graduation Requirements (N.J.A.C. 6A:8-5).

Duration: 27 Weeks

### Unit

Essential Questions/Enduring Understandings

EQ1: Why is problem solving and communication important for one's overall fitness?

EQ2: Why is physical activity important?

EQ3: Why is body control important when participating in physical activity?

EQ4: Is it possible to exercise wrong?

EQ5: Are core strength and endurance essential for performing daily activities?

EQ6: To what extent can you prevent injuries?

EQ7: Are strategy and teamwork the same thing?

EQ8: Do sports need rules?

EQ9: Who is responsible for our own behavior?

EQ10: What makes sports/activities more enjoyable?

EU1: Team activities provide opportunities for healthful, social interaction, and development of problem-solving, and communication skills.

EU2: Safety and correctly performing movement skills improves overall performance and increases the likelihood of participation in the lifelong physical activity and living a healthy lifestyle.

EU3: Safely engaging in physical activity will improve one's overall quality of life.

EU4: Participating in daily stretching will help increase flexibility, help prevent injury and improve one's overall quality of life.

EU5: Employing strategy and teamwork can improve a team's chance of succeeding in a game or activity.

EU6: Rules help keep games and activities safe, fair, and enjoyable for all participants.

EU7: Good sportsmanship and proper sports etiquette demonstrates positive and proper social interaction.

Students will be able to...

Basketball:

- Create space by movement of cooperative team members on the court.
- Identify the proper execution and attempt to execute the following skills: dribbling, passing, shooting.
- Identify the proper execution and attempt to execute the following skills: screen and roll, jump shot, lay-up.
- Demonstrate safety procedures and care for equipment.

Games: Pickleball, Football, Team Handball, Floor Hockey, Volleyball, Pillow Polo:

- Demonstrate healthful interaction, communication, and cooperation between teammates.
- Identify the proper execution and attempt to execute skills required for that specific activity.  
Apply terminology, scoring, rules and regulations in practice and game situations for that specific activity.
- Demonstrate safety procedures and care for equipment.

Fitness:

- Perform specific lifetime activities to enhance their fitness level.
- Use their pulse to determine the effectiveness of an activity.
- Perform muscular based exercise.
- Perform static and dynamic exercises for your upper and lower body that will promote flexibility.
- Demonstrate safety procedures and care for equipment.

Evidence of Learning/ Assessment

(Students will complete two performance assessments per unit of study)

Basketball:

Summative Assessment: Basketball - Corresponding Rubric

Summative Assessment: Basketball Defense

Football, Soccer, Handball, etc.

Summative Assessment: Soccer, Team Handball, Pillow Polo - Corresponding Rubric

Summative Assessment: Football Video Recognition

Fitness (select 2 of the 3 listed):

Summative Assessment: Fitness - Corresponding Rubric

Summative Assessment: Designing a Personal Fitness Plan

Summative Assessment: Physical Activity Journal

Alternative Assessment for Any of the Three Units:

Summative Assessment: Written Examination

Formative Assessments:

- Fitness Test
- Demonstration of skills for strength, endurance, and flexibility
- Teacher observation
- Unit quizzes/tests
- Class discussion with a workout video
- Handouts
- Games

Instructional Design/Learning Plan

Suggested Sequence for Learning:

[Physical Education Grade 9-12 Unit #1: Suggested Sequence for Learning](#)

Suggested Learning Activities:

The activities listed in all four of the WHS 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 the curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: kickball, whiffle ball, indoor soccer, ultimate Frisbee, kingpin, guard the pin, tag games, aerobic exercise/jump rope, stations, jogging, walking, wall ball, weight room, Floor hockey, pillow polo, volleyball, badminton, pickle ball, tennis, team handball, indoor football, yoga, guest speakers, Wii, basketball variations, speedball, and square crab soccer.

- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities.
- Students will review the study guide for activity specific information.
- Students will perform skills learned with/without the use of equipment.
- The teacher will introduce terminology specific to each activity to students.
- Model and discuss the skills/rules/strategies to be applied during fair gameplay.
- Identify and/or demonstrate proper warm up and safe exercise techniques.
- Introduce and explain the rules, safety precautions, proper etiquette and use of equipment of the selected activities
- Have partners, teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class.
- Students work independently to develop their own skills and techniques in order to play a specific activity properly.
- Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and technique.
- Demonstrate physical skills and/or teamwork during the lead-up activities.
- Apply the principle of specificity to activities, which will lead to the ability to match an activity with a specific fitness component.
- Apply the principle of overload to the fitness activities, which will lead to an increased physical fitness level.
- Students will demonstrate an understanding of specific information on an activity by passing a written quiz.
- Identify the proper execution and attempt to execute skills that will enhance: flexibility, muscular strength, power, and endurance, cardiovascular endurance.

Unit Materials

- Basketballs(Female/Male)
- Jump Ropes
- Volleyballs
- Kickballs
- Footballs
- Wiffleballs/Bats
- Floor Hockey Sticks/Balls
- Soccerballs
- Indoor Goals
- Pinnies
- Flag Football belts/Flag Football Vest
- Bases
- Frisbees
- badminton rackets/
- Aerobic Video/Music
- Yoga Video/Music
- Pickleball
- Tennis Rackets/balls
- Handballs
- Wii/ Games
- Pedometers
- Resistance Bands
- 5lb Medicine Balls
- 10lb. Medicine Balls
- Cones
- Stopwatch
- Yoga DVD
- Projector
- Tennis equipment
- Scooters

## Standards Covered

### NJ CCCS Comprehensive Health and Physical Education

**2.2.12: Integrated Skills:** All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

**2.5.12: Motor Skill Development:** All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

**2.6.12: Fitness:** All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

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Author: Zalika, Ron

Cost/Fee: No

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Keywords:

Created by: Zalika, Ron (7/13/2018 6:42 PM)

Last modified by: Zalika, Ron (12/13/2018 11:00 AM)