

PE - 11 - Unit 2 Movement Skills/Concepts And Cooperative Games

Content Area: **Physical Education/Health**
Course(s):
Time Period: **Marking Period**
Length: **3/4 Year**
Status: **Published**

General Overview, Course Description or Course Philosophy

Students will be exposed to authentic learning experiences involving mind and body to expose, promote, develop, and internalize the components of responsible decision making using critical thinking skills. Using these skills the students will be guided to discover the inherent value of making responsible decisions about their individual health and personal fitness, with the goal of creating a personal quest for maintaining a healthy and active lifestyle as adult members of our society. The instructional expectations involve and use recognized best practices and engaged learning through cooperative groups, triads, and pairs. The visible measure of achieving this goal will be students who are physically active because they feel a level of competence and enjoyment. The emphasis in the Physical Education class is to promote lifetime fitness and technical mastery of fitness and sport activities, which will support a healthy and active lifestyle for adults.

The physical education curriculum is based on a variety of activities that promote the development of lifelong health related fitness. The students will participate in physical education activities $\frac{3}{4}$ of their school year. All activities will include skills that enable students to reach their fitness goals. Health components such as cardiorespiratory fitness, Muscular strength and endurance, Flexibility, Body composition will all be covered throughout the school year. Skill related fitness components; (agility, balance, power, speed, coordination & reaction time) will also be covered which will enhance one's performance in athletic sports or events.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Unit 1 - Movement Skills/Concepts and Cooperative Games - 2-3 Week Intervals per activity.

Movement Skills and Concepts include learning and investigating the fundamentals of movement from one place to another and the understanding of biomechanics (how the body moves, grows and matures). Movement skills fall into three main categories: locomotor, non-locomotor, and manipulative skills. Concepts such as spatial awareness (where the body moves), body awareness (what can the body do), qualities of movement (how the body moves and with whom/what does the body move). Cooperative games encompasses smaller cooperative groups or individual activities where the focus is more on individual performance and skill development over working within a team dynamic. Activities include, but are not limited to: archery, pickleball, badminton, tennis, spike ball, Kan Jam, cornhole, volleyball, golf, frisbee golf.

Enduring Understandings

- Examine the sport in this unit and correlate them to an alternative healthy lifestyle.
- Work cooperatively and collaboratively with peers and teachers to explore the activities.
- Demonstrate knowledge of equipment, social skills, sport-specific skills, fitness components, safety, and rules of play.
- Explain the importance of positive work behaviors and ethics in a sportsmanship like manner (positive teamwork).
- Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.
- Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

Essential Questions

- What connections can be made between P.E. and other content areas?
- Why is cooperation important to everyday life?
- Why is it important that you can communicate in both small and large groups effectively?

CONTENT AREA STANDARDS

NJSLS-Comprehensive Health & Physical Education

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.

2.1.12.PGD.2: Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.SSH.4: Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others (defining and understanding the laws of consent and dating violence).

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.

- 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.
- 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.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.
- 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). 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

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

NJSLS-Career Readiness, Life Literacies, and Key Skills

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

STUDENT LEARNING TARGETS

- Explain and demonstrate proper rules and regulations, terminology, and etiquette related to a particular activity.
- Explain how sportsmanship, cooperation, and fair play correlate to real world situations
- Demonstrate tactics and strategies within game play situations.
- Demonstrate comprehension of the activities rule and regulations by officiating the games.
- Explain how gender biases create inequities in sports and athletics.
- Explain how personal fitness may be improved through movement in games.
- Fundamental skills: passing/catching skills. Inclusive of bouncing, dribbling, throwing and catching techniques.
- Participation in Lead up games and Modified game play.
- Participation in Shooting /scoring techniques and drills
- Introduction of court/field dimensions, individual offensive and defensive positioning, scoring.
- Introduction of team play, Game specifications including starting the game, inbounding, scoring, possession rules and fouls.

Declarative Knowledge

Students will understand that:

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Procedural Knowledge

Students will be able to:

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EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Daily Warmup Evaluation

Daily Fitness Component Evaluation

Daily Activity Participation Evaluation

Summative Assessments

Activity Quiz

RESOURCES (Instructional, Supplemental, Intervention Materials)

www.myfitnesspal.com is a great website for tracking exercise, calories burned and consumed, checking nutrition facts, and giving exercise tips.

MapMyRun

Advantage Press PE Binder

Sport specific equipment such as balls, nets, fields, PA system, scoring charts, scrimmage vests, cones.

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.