

Unit 1: Fitness

Content Area: **Fine Arts**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.2.2.12	Physical Wellness
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.1	Compare and contrast the nutritional trends, eating habits, body image, and the impact of marketing foods on adolescents and young adults nationally and worldwide.
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.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.2.12.LF	Lifelong Fitness
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.6	Implement a financial plan for participation in physical activity in the community for self and family members.
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	Physical Fitness
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.

HE.9-12.2.2.12.MSC

Movement Skills and Concepts

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.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).

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.

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

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

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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

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.

The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.

Transfer Goals

TECH.9.4.2.CI

Creativity and Innovation

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CT

Critical Thinking and Problem-solving

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.12.CI.1

Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Young people can have a positive impact on the natural world in the fight against climate change.

Transfer Goals

Students will be able to design and implement a personal fitness plan that will include rhythmic activities, cardiovascular endurance, and muscular fitness and will be able to modify it for age appropriateness or in the event of injury or poor health

Concepts

Essential Questions

- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How can I use rhythmic activities to help motivate me?
- How can I use technology to monitor and increase my fitness levels?
- How do you realize age-appropriate fitness?
- In order to achieve lifetime wellness, what should I plan for and what should I just let happen?
- What is the minimum amount of exercise I can do to stay physically fit?

Understandings

Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Rhythms can be useful in a workout for timing and motivation.

Critical Knowledge and Skills

Knowledge

Students will know:

Fitness vocabulary and fitness concepts

Testing methods for health-related fitness components

The difference between health and skill- related fitness

How to develop a personal fitness plan.

Skills

Students will be able to:

Design a cardio workout

Design a muscular fitness workout

Design a flexibility workout

Design a warm up routine

Evaluate personal fitness

Create a rhythmic workout or routine.

Evaluate a rhythmic routine.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Pre and Post plyometric testing.

Pre and Post jump rope testing.

Pre and Post testing muscular fitness challenges.

Evaluation of rhythmic routine.

School Summative Assessment Plan

Physical Fitness tests

Rhythmic routine

Primary Resources

Supplementary Resources

Various websites and videos to assist teacher in creating workouts according to space and equipment availability

Teacher created progress cards

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st

century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- **Remind**

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections

of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - heart rate monitoring

ELA -

SCIENCE - heart rate monitoring; how heart rate and fitness levels affect the body

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS - Performand and evaluation of dance/rhythmic routines

APPLIED TECHNOLOGY - use of technology to record progress

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Begin with defining physical fitness, health, and wellness. Describe the benefits of fitness and health.

Discuss general procedures and safety precautions.

Introduce the vocabulary associated with the fitness unit.

Instruct and demonstrate a dynamic flexibility warm-up routine.

Assess introductory skills. **POST TEST WILL BE BASED ON INTRODUCTORY FITNESS LEVELS.**
Emphasize the importance of proper technique while performing various steps of an exercise

Explain the importance of rest (recovery time) and diet as it related to improved fitness levels and injury prevention.

Lecture regarding how a well-planned Core Fitness routine can improve core strength and stability

Plan a five step personal fitness program **BASED ON PERSONAL FITNESS LEVELS.**

Pretest on jump rope/dance routine, plyometric circuit, and core strength and flexibility program.

Participate in a daily fitness routine **TO THE BEST OF YOUR ABILITY.** Routines will vary to increase or decrease intensity levels.

Students design a personal fitness plan based on a post test that measures improved strengths and weaknesses.

Assessment on three part core fitness test. Test will measure flexibility, footwork, core stability, and strength.

Peer evaluation of jump rope/dance group routines.

Unit 1: Individual and Dual

Content Area: **Health and PE**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.2.2.12	Physical Wellness
HE.9-12.2.2.12.LF	Lifelong Fitness
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	Physical Fitness
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.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.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
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

HE.9-12.2.2.12.MSC.5

behavior.

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

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

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

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, swimming).

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

The decisions one makes can influence an individual's growth and development in all dimensions of wellness.

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.

Transfer Goals

TECH.9.4.2.CI

Creativity and Innovation

TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

TECH.9.4.2.CI.2

Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

TECH.9.4.2.CT

Critical Thinking and Problem-solving

TECH.9.4.2.CT.2

Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Brainstorming can create new, innovative ideas.

Transfer Goals

- Students will experience and master several lifetime sports that will help them in their quest for lifetime fitness

Concepts

Essential Questions

- How can I become more mentally prepared for competition and sports performance
- How does effective and appropriate movement affect wellness?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to understand concepts of movement when I can already perform the movement?

Understandings

Character can be developed and supported through individual and group activities

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Sport psychology techniques prepare athletes to compete at the optimum level.

Critical Knowledge and Skills

Knowledge

Students will know:

Rules for the game/activity

Game strategies

Proper game etiquette

Skills

Students will be able to:

Play the game using correct technique, rules, and etiquette

Implement strategic play

Interact in a positive manner with teammates and opponents alike.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Process oriented skills evaluation.

Rules and scoring adherence assessment

Peer assessment of skill performance.

School Summative Assessment Plan

Written test on rules, strategies, etc.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/sports_and_games/

Supplementary Resources

youtube skill videos

other websites

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- **Remind**

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your

Teacher Edition to see this portion of the lesson.

- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - scoring and use of handicaps

ELA - reading and interpreting rules, strategies

SCIENCE - physics of a movement

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - use of video for peer review; use of video to support skill instruction

BUSINESS EDUCATION -

GLOBAL AWARENESS - use of international sports videos

Learning Plan / Pacing Guide

Begin with convincing students of the benefits of participating in individual and dual sports in their lives

Discuss general procedures and safety precautions. Have students tell why each of these precautions is necessary. Students demonstrate proper procedures and precautions.

Introduce the vocabulary associated with this sport.

Begin instructing students and have students practice skill fundamentals. Teacher will model correct technique.

Assess INDIVIDUAL introductory skills.

Introduce basic rules that govern the sport.

Have students use previous learned skills in lead up game activities.

Activity-related warm ups.

Students will peer evaluate partner's skills

Organize class into groups that will become teams.

Introduce rules that will force students to improve game strategy. **MODIFY RULES TO ACCOMMODATE VARIOUS ABILITIES.**

Play practice games using correct skill technique, appropriate rules of the game and effective team strategies.

Play tournament games while demonstrating skills, rules, and movement concepts learned throughout the marking period.

Skill and/or written test

Unit 1: Team Sports

Content Area: **Health and PE**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.2.2.12	Physical Wellness
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	Personal Growth and Development
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	Physical Fitness
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.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.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
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.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).
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	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>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.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> <p>Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>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, swimming).</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p>

Transfer Goals

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	<p>Critical Thinking and Problem-solving</p> <p>Brainstorming can create new, innovative ideas.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p>

Transfer Goals

- Students will experience and master several lifetime sports that will help them in their quest for lifetime fitness

Concepts

Essential Questions

- How can I become more mentally prepared for competition and sports performance
- How does effective and appropriate movement affect wellness?
- To what extent does strategy influence performance in competitive games and activities?
- What makes a team and what makes a team successful?
- Why do I have to understand concepts of movement when I can already perform the movement?

Understandings

Character can be developed and supported through individual and group activities

Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules and safety guidelines.

Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities

Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.

Sport psychology techniques prepare athletes to compete at the optimum level.

Critical Knowledge and Skills

Knowledge

Students will know:

Rules for the game/activity

Game strategies

Proper game etiquette

Skills

Students will be able to:

Play the game using correct technique, rules, and etiquette

Implement strategic play

Interact in a positive manner with teammates and opponents alike.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Process oriented skills evaluation.

Rules and scoring adherence assessment

Peer assessment of skill performance.

School Summative Assessment Plan

Written test on rules, strategies, etc.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/sports_and_games/

Supplementary Resources

youtube skill videos

other websites

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

● Remind

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - scoring and use of handicaps

ELA - reading and interpreting rules, strategies

SCIENCE - physics of a movement

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - use of video for peer review; use of video to support skill instruction

BUSINESS EDUCATION -

GLOBAL AWARENESS - use of international sports videos

Learning Plan / Pacing Guide

Begin with convincing students of the benefits of participating in individual and dual sports in their lives

Discuss general procedures and safety precautions. Have students tell why each of these precautions is necessary. Students demonstrate proper procedures and precautions.

Introduce the vocabulary associated with this sport.

Begin instructing students and have students practice skill fundamentals. Teacher will model correct technique.

Assess INDIVIDUAL introductory skills.

Introduce basic rules that govern the sport.

Have students use previous learned skills in lead up game activities.

Activity-related warm ups.

Students will peer evaluate partner's skills

Organize class into groups that will become teams.

Introduce rules that will force students to improve game strategy. **MODIFY RULES TO ACCOMMODATE VARIOUS ABILITIES.**

Play practice games using correct skill technique, appropriate rules of the game and effective team strategies.

Play tournament games while demonstrating skills, rules, and movement concepts learned throughout the marking period.

Skill and/or written test

Section Title

Section Title

Unit 1: Weight Training

Content Area: **Health and PE**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.2.1.12	Personal and Mental Health
HE.2.2.12	Physical Wellness
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	Personal Growth and Development
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.9-12.2.1.12.PGD.2	Predict how healthy and unhealthy behaviors can affect brain development and impact physical, social and emotional stages of early adulthood.
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.N.3	Analyze the unique contributions of each nutrient class (e.g., fats, carbohydrates, protein, water, vitamins, minerals) to one's health and fitness.
HE.9-12.2.2.12.N.4	Implement strategies and monitor progress in achieving a personal nutritional health plan.
HE.9-12.2.2.12.LF	Lifelong Fitness
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	Physical Fitness
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.
HE.9-12.2.2.12.MSC	Movement Skills and Concepts
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.9-12.2.3.12.PS.1	<p>Apply a thoughtful decision-making process to evaluate situations and influences that could lead to healthy or unhealthy consequences (e.g., peers, media).</p> <p>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, swimming).</p> <p>The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.</p> <p>Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.</p> <p>Consideration of the short- and long-term impact of decisions can assist individuals in determining whether a choice is likely to result in healthy or unhealthy consequences.</p> <p>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.</p> <p>Individual and team execution requires interaction, respect, effort, and positive attitude.</p> <p>Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>Community resources can support a lifetime of wellness to self and family members.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p>

Transfer Goals

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Transfer Goals

Students will be able to safely use a weight room and to design a weight training workout that incorporates all major muscle groups.

Concepts

Essential Questions

- How do I continue to improve my workouts incorporating Frequency, Intensity, Time, Type, Overload and Progression principles?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
- How does one differentiate between muscle fatigue and overtraining?
- How does one recognize age-appropriate fitness?
- What is the minimum amount of exercise I can do to stay physically fit?

Understandings

Achieving and maintaining fitness requires age-appropriate intensity, duration, and frequency of exercise.

Developing and implementing a plan to reach realistic wellness goals increases the likelihood of reaching those goals.

Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.

Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with the least amount of effort.

Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.

Critical Knowledge and Skills

Knowledge

Students will know:

What the major muscle groups are and where they are located in the body?

What muscle groups are targeted with each exercise.

Muscular fitness concepts.

Proper technique when lifting weights; how to prevent injury

How to successfully log workouts.

The difference between core and auxiliary exercises when developing a weight training routine.

When to increase or decrease the amount of resistance to be used.

Skills

Students will be able to:

Use proper warm up and cool down exercises.

Perform exercises using correct technique and safety precautions.

Student will be able to design a personal weight training program.

Student will be able to effectively record workouts.

Student will be able to evaluate progress

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Muscle group/exercise quizzes.

Circuit training quiz.

Peer evaluation for technique and safety.

Teacher observation of student performance.

School Summative Assessment Plan

Weight training progress cards.

Physical fitness testing.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/weight_training/

Supplementary Resources

HIT progress logs

Circuit Training progress logs

Sets/Reps Training progress cards.

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

The videos above are just examples of videos that can be used to support each of the lessons within this topic.

- **Remind**

Used for communication with classes and with individuals with the purpose of keeping students up to date with their required assignments

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculating increase and decrease in weights according to performance.

ELA -

SCIENCE - physics of movement; anatomy of the body

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - videotaping and evaluating performance; BodBot program

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Begin with defining physical fitness, health, and wellness. Describe the benefits of fitness and health.

Discuss weight room procedures and safety precautions.

Introduce weight lifting concepts.

Introduce major muscle groups.

Students identify which muscles are worked with each exercise

Explanation and demonstration of basic weight machine, dumb bell, and barbell exercise

Attempt lifting skills and practice good form

Emphasize the importance of proper technique while performing various steps of the exercise.

Explain the importance of rest (recovery time) as it relates to improved fitness levels and injury prevention.

Students perform weight exercises daily recording the amount of weight used and the number of repetitions performed. STUDENTS WILL LIFT ACCORDING TO THEIR PERSONAL STRENGTH AND ENDURANCE

Students peer assess partner or self assess weight lifting technique; whether or not a needed spotter was used.

Students increase weight and reps as needed to increase strength and endurance. INDIVIDUAL INSTRUCTION WILL BE PROVIDED TO INSURE THE STUDENT IS PERFORMING TO THE OPTIMUM LEVEL Design a well-rounded exercise program using core and auxiliary lifts.

Skill and/or written test.

Unit: 9th Grade Projects

Content Area: **Health and PE**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.2.2.12	Physical Wellness
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.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.MSC	Movement Skills and Concepts
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. Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities). The quality of feedback from others, self-assessment as well as effort and repetition influences movement skills, concepts, and performance.

Transfer Goals and Career Ready Practices

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

TECH.9.4.2.CT.3

Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Brainstorming can create new, innovative ideas.

Transfer Goals

Students will be able to understand the concepts related to sport/game skills and understand how those concepts carry over to other sports. Students will be able to understand the importance of sportsmanship, rules, and safety as a means of creating a fair and level playing field for all to enjoy.

Concepts

Essential Questions

- Do the rules of good sportsmanship apply to relationships with family, friends, co workers?
- How do the laws of physics apply to all sports skills?
- How do the rules of the game contribute to the safety of all players?
- How does understanding the proper technique of a skill help a person perfect their game?

Understandings

Students will understand how to analyze a skill and how to peer assess same.

Knowledge of the components of skill related fitness will lend to creating a personal fitness plan.

Prior experience, confidence, inherited traits, and personality will affect skills and performance.

Instruction, practice, assessment, feedback, and effort will all contribute to skill development.

Good sportsmanship, rules adherence, and following safety measures will provide a positive environment for all.

Respect is the basis for good sportsmanship as well as the basis for good relationships in life.

Critical Knowledge and Skills

Knowledge

Students will know:

The benefits of strength/weight training.

Guidelines to follow in the weight room.

The major muscle groups and where they are located.

Definitions of skill - related fitness components.

Factors that affect skill development.

The traits of good sportsmanship.

Skills

Students will be able to:

Assess a basic sport skill.

Assess skill-related fitness components.

Assess personal sportsmanship as a player and a spectator.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

9.1, 9.2, and 9.3 worksheets

School Summative Assessment Plan

9.1, 9.2, and 9.3 project tests.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/physical_education_projects/

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - using norms and test results to evaluate skill performance

ELA - reading and interpreting information

SCIENCE - physics of skill performance

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - using tech to video and assess skills

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Marking Period 1: Distribute and explain marking period 9.1 project.

Present 9.1 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 9.1 project assessment.

Marking Period 2: Distribute and explain marking period 9.2 project.

Present 9.2 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 9.2 project assessment.

Marking Period 3: Distribute and explain marking period 9.3 project.

Present 9.3 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 9.3 project assessment.

Unit: 10th grade projects

Content Area: **Health and PE**
Course(s): **Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

HE.9-12.2.2.12.LF	Lifelong Fitness
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.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.4	Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. Individual and team execution requires interaction, respect, effort, and positive attitude. 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. Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

Transfer Goals

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving Brainstorming can create new, innovative ideas. Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.

Transfer Goals

Students will be able to understand what makes a team, the qualities that will help create a successful team, and the traits that will be detrimental towards a team. Students will be able to understand different mental strategies that will improve ones performance. Students will understand each of the health-related fitness components.

Concepts

Essential Questions

- What are the characteristics of a successful team?
- How can you use the health related fitness components to measure your fitness level?
- What impact can physical activity have on an individuals personal wellness?
- What qualities make someone a good leader?
- Which is more likely to work long term, intrinsic or extrinsic motivation?

Understandings

The qualities that are necessary for a successful team.

That characteristics of a good leader.

The difference between intrinsic and extrinsic motivation, and which is more beneficial for an athlete's performance.

The psychological factors that will impact an athlete's performance.

How to use those psychological factors to achieve their goals.

The different components of health-related fitness.

How by improving their health-related fitness they can increase their overall wellness.

Critical Knowledge and Skills

Knowledge

Students will know:

The characteristics of a successful team.

The qualities of a good leader.

The definition of intrinsic motivation and the behaviors associated with it.

The definition of extrinsic motivation and the behaviors associated with it.

The key psychological contributors to individual and team sports performance.

Each component to health-related fitness.

How health-related fitness can affected an individuals wellness.

Skills

Students will be able to:

Create their own team.

Choose a leader/captain.

Identify behaviors associated with intrinsic and extrinsic motivation.

Explain the psychological factors that will impact an athlete's performance.

Define each component of health-related fitness.

Explain the benefits of physical activity.

Explain different principles of fitness.

Find and monitor their heart rate.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

10.1, 10.2, and 10.3 worksheets.

School Summative Assessment Plan

10.1, 10.2, and 10.3 project tests.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/physical_education_projects

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

- **Google Products**

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

- **Additional Support Videos**

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Finding their heart rate, maximum heart rate, and target heart rate

ELA -

SCIENCE - Cardiovascular and muscle fitness

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - create design for a team uniform

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Marking Period 1: Distribute and explain marking period 10.1 project.

Present 10.1 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 10.1 project assessment.

Marking Period 2: Distribute and explain marking period 10.2 project.

Present 10.2 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 10.2 project assessment.

Marking Period 3: Distribute and explain marking period 10.3 project.

Present 10.3 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 10.3 project assessment.

Unit: 11th Grade Projects

Content Area: **Health and PE**
Course(s): **Generic Course, Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE 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.9-12.2.2.12.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.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	<p>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).</p> <p>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, swimming).</p> <p>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.</p>

Transfer Goals

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	<p>Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Brainstorming can create new, innovative ideas.</p>

Transfer Goals

Students will experience and learn about muscular fitness, muscular flexibility and cardiovascular fitness.

Concepts

Essential Questions

- How can improving my cardiovascular endurance enable me to remain active and disease free?
- How will improving my flexibility improve my sports performance as well as my long term personal fitness?
- How will increasing my muscular fitness affect my daily life?

Understandings

Critical Knowledge and Skills

Knowledge

Students will know:

How can I assess and improve my personal muscular fitness level.

The definition of flexibility and what are the benefits of improved personal flexibility.

How to improve my personal muscular flexibility levels.

The meaning of cardiovascular fitness.

How to monitor and improve cardiovascular fitness levels.

Skills

Students will be able to:

Assess and improve my personal muscular fitness level.

Define flexibility and describe the benefits of improved personal flexibility.

Improve my personal muscular flexibility levels.

Define Cardiovascular fitness.

Monitor and improve their cardiovascular fitness levels.

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

11.1, 11.2 and 11.3 worksheets.

School Summative Assessment Plan

11.1, 11.2 and 11.3 project tests.

Primary Resources

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Calculations of repetitions and degrees of flexibility.

ELA - Reading and interpreting information.

SCIENCE - Anatomy of the heart and functions of the cardiovascular system.

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - Using tech to video and assess skills

BUSINESS EDUCATION -

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Marking Period 1: Distribute and explain marking period 11.1 project.

Present and explain 11.1 marking period power point.

Collect and assess students completed assignment.

Administer and evaluate 11.1 project assessment.

Marking Period 2: Distribute and explain marking period 11.2 project

Present and explain 11.2 marking period power point.

Collect and assess students completed assignment.

Administer and evaluate 11.2 project assessment.

Marking Period 3: Distribute and explain marking period 11.3project

Present and explain 11.3 marking period power point.

Collect and assess students completed assignment.

Administer and evaluate 11.3 project assessment.

Unit: 12th Grade Projects

Content Area: **Health and PE**
Course(s): **Generic Course, HEALTH IV, Physical Education**
Time Period: **Generic Time Period**
Length: **3-4 weeks**
Status: **Published**

Standards

Health/PE Standards

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.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.MSC.5	<p>Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>The decisions one makes can influence an individual's growth and development in all dimensions of wellness.</p> <p>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.</p> <p>The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, culture, lifestyle, and family history.</p>

Transfer Goals and Career Ready Practices

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CI.2	Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	<p>Use a variety of types of thinking to solve problems (e.g., inductive, deductive).</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Brainstorming can create new, innovative ideas.</p>

Transfer Goals

Students will experience ways to take part in effective personal training to enhance good body composition through a series of recreation games.

Concepts

Essential Questions

- How can I use recreational games to maintain fitness as well as alleviating stress and gaining a sense of camaraderie with peers.
- How can I adjust my fitness goals and nutritional awareness to maintain an adequate body composition?
- How does good personal training affect my personal fitness levels?

Understandings

How maintaining good body composition will impact your life.

How to design a personal fitness plan that will meet your physical needs.

Will understand how to use recreation games to support your personal fitness needs.

Critical Knowledge and Skills

Knowledge

Students will know:

How to design a personal fitness plan

How body composition will be impacted with a good fitness plan

Rules and regulations of recreational games

How to use recreation games to alleviate stress and to create a social connection with others.

Skills

Students will be able to:

Design a personal fitness plan

Participate in a wide variety of life long recreation games

Create a new game with rules, strategies, etiquette, etc.

Know the pros/cons of good vs bad body composition

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

12.1, 12.2, and 12.3 worksheets

School Summative Assessment Plan

12.1, 12.2, and 12.3 project tests.

Primary Resources

http://hs.wdeptford.k12.nj.us/staff_directory/physical_education/health_physed/physical_education_projects/

Supplementary Resources

Technology Integration and Differentiated Instruction

Technology Integration

● Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

● One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.

● Additional Support Videos

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
- Beginning
- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

Frequent checks for understanding

Preferred seating assignment

Multiple representations

Hard copy of notes

Extend the time needed to complete assignments and assessments (as per IEP or 504)

Provide grading rubrics

Model examples for projects

Clarification of directions and instructions

Repeat/rephrase instructions

Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections

MATH - Computing body composition

ELA -

SCIENCE - knowledge of nutritional benefits and how they affect body composition

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

APPLIED TECHNOLOGY - using technology to assess body composition and to create and log a personal fitness plan

BUSINESS EDUCATION -

GLOBAL AWARENESS - using games from around the world to create new games

Learning Plan / Pacing Guide

Marking Period 1: Distribute and explain marking period 12.1 project.

Present 12.1 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 12.1 project assessment.

Marking Period 2: Distribute and explain marking period 12.2 project.

Present 12.2 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 12.2 project assessment.

Marking Period 3: Distribute and explain marking period 12.3 project.

Present 12.3 power point presentation.

Collect and assess students completed assignment.

Administer and evaluate 12.3 project assessment.