

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Health and Physical Education**

**Physical Education
*Grade 10***

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	11
<u>Units Scope and Sequence</u>	12

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Course Description and Fundamental Concepts

Physical Education, Grade 10 - Tenth grade PE continues the structured activities begun in the ninth grade. Students participate in physical fitness and individual and team sports activities. Mechanics, form, skills, and strategies are stressed. The course meets two (2) double periods per week.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

[2020 Comprehensive Health and PE Standards](#)

Include grade appropriate subject/content standards that will be addressed

Unit Addressed	Standard #	Standard Description
Net Games Invasion Games Striking & Fielding Games Target Sports	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).
Net Games Invasion Games Striking & Fielding Games Target Sports	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.
Rhythmic Movements	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).
Net Games Invasion Games Striking & Fielding Games Target Sports	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.
Net Games Invasion Games	2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

Striking & Fielding Games Target Sports		
Fitness Activities Outdoor Pursuits Rhythmic Movements	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.
All	2.2.12.PF.2	Respect and appreciate all levels of ability and encourage with care during all physical activities.
Outdoor Pursuits Fitness Activities	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 principals (FITT) and the components of skill related fitness.
Outdoor Pursuits Fitness 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).
Outdoor Pursuits Fitness Activities	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.
Outdoor Pursuits Fitness Activities Rhythmic Movements	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.
Outdoor Pursuits Fitness Activities Rhythmic Movements	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.

Outdoor Pursuits Fitness Activities Rhythmic Movements	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.
All	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.
All	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).

English Companion Standards

List grade-level appropriate companion standards for History, Social Studies, Science and Technical Subjects (CTE/Arts) 6-12. English Companion Standards are required in these subject/content areas.

Unit Addressed	Standard #	Standard Description
Rhythmic Movements	NJSLSA.R1	<i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>
Rhythmic Movements	NJSLSA.R2	<i>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i>
Fitness Activities Rhythmic Movements	NJSLSA.W 6	<i>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i>
Rhythmic Movements	WHST.9-10. 4	<i>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i>
Rhythmic Movements	WHST.9-10. 6	<i>Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</i>

21st-Century Skills and Technology Integration (Standard 8)*List appropriate units below for which strands (A through F) will be addressed*

Standard 8.1 (K-12)		Educational Technology: <i>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</i>
Unit Addressed	Strand Letter	Standard Description
Outdoor Pursuits Rhythmic Movements	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
Rhythmic Movements	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
Outdoor Pursuits	Strand F	Critical thinking, problem-solving, and decision making: <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>

Career Ready Practices (Standard 9)*List appropriate units below for which CRPs will be addressed*

Unit Addressed	Standard #	Standard Description
All	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
All	CRP2	<i>Apply appropriate academic and technical skills.</i>
All	CRP3	<i>Attend to personal health and financial well-being.</i>
All	CRP4	<i>Communicate clearly and effectively and with reason.</i>
Rhythmic Movements Fitness Activities	CRP6	<i>Demonstrate creativity and innovation.</i>
Rhythmic Movements	CRP7	<i>Employ valid and reliable research strategies.</i>

Net Games Invasion Games Striking & Fielding Games Target Sports	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
All	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
Fitness Activities	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
Rhythmic Movements Fitness Activities Outdoor Pursuits	CRP11	<i>Use technology to enhance productivity.</i>

Interdisciplinary Connections

List any other content standards addressed as well as appropriate units

Visual & Performing Arts Integration (Standard 1)

List appropriate units below for which standards (1.1 through 1.4) may be addressed

Unit Addressed	Standard #	Standard Description
Rhythmic Movements	Standard 1.1	The Creative Process: <i>All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and/or visual art.</i>
Rhythmic Movements	Standard 1.2	History of the Arts and Culture: <i>All students will understand the role, development, and influence of the arts throughout history and across cultures.</i>
Rhythmic Movements	Standard 1.3	Performing/Presenting/Producing: <i>All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and/or visual art.</i>
Rhythmic Movements	Standard 1.4	Aesthetic Responses & Critique Methodologies: <i>All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and/or visual art.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
ALL	(HS-PS3-5)	<i>Cause and Effect Cause and effect relationships can be suggested and predicted for complex natural and human designed systems by examining what is known about smaller scale mechanisms within the system.</i>
ALL	(HS-PS3-2)	<i>Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems.</i>
ALL	(HS-PS3-1) (HS-PS3-4)	<i>Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
<p align="center">Fitness Activities Outdoor Pursuits</p>	<p align="center">September (~19 days)</p>
<p align="center">Net Games (Tennis) Invasion Games (Football) Outdoor Pursuits</p>	<p align="center">October (~19 days)</p>
<p align="center">Invasion Games (Soccer) Fitness Activities</p>	<p align="center">November (~16 days)</p>
<p align="center">Fitness Activities Invasion Games (Handball)</p>	<p align="center">December (~15 days)</p>
<p align="center">Invasion Games (Basketball) Net Games (Badminton, Pickleball, Table Tennis) Target Sports</p>	<p align="center">January (~18 days)</p>
<p align="center">Fitness Activities Net Games (Volleyball)</p>	<p align="center">February (~18 days)</p>
<p align="center">Invasion Games (Floor Hockey, Pillow Polo) Fitness Activities</p>	<p align="center">March (~15-20 days)</p>
<p align="center">Rhythmic Movements Fitness Activities</p>	<p align="center">April (~15-20 days)</p>
<p align="center">Fitness Activities Striking & Fielding Games (Kickball) Outdoor Pursuits</p>	<p align="center">May (~18 days)</p>
<p align="center">Striking & Fielding Games (Softball) Outdoor Pursuits</p>	<p align="center">June (~15 days)</p>

Units Scope and Sequence

Unit Name: Net Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.SC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5

NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP8, CRP9

NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- 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.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

Objectives

Students will be able to...

- Demonstrate and apply movement skills from one net game to another
- Analyze how net game movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Assess and apply force and motion and modify movement to impact performance in net games.
- Synthesize and implement the use of strategies, positive mental attitudes, competent skill levels, and teamwork in various net game activities.
- Analyze the etiquette, responsibilities and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior during net game activities.
- Develop rule changes to existing net games that enhance participation, safety, and enjoyment.
- Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- Demonstrate personal responsibility to develop and maintain physical activity levels through opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.

Unit Name: Invasion Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.LF.4, 2.2.12.LF.5](#)

[NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP8, CRP9](#)

[NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- 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.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- 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.

Objectives

Students will be able to...

- Explain and demonstrate ways to apply movement skills from one invasion game to another.
- Develop and implement an effective personal wellness plan that contributes to healthy decision-making
- Analyze application of force and motion and modify movement to impact performance in invasion games.
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior during invasion games.
- Develop rule changes to existing invasion games that enhance participation, safety, and enjoyment.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.

Unit Name: Outdoor Pursuits

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.PF.3, 2.2.12.PF.4, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5

NJSLS - Technology Integration Standards Strand A, Strand F

NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP9, CRP11

NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.
- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- 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.

Objectives

Students will be able to...

- Analyze the short and long term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- Demonstrate respect and appreciation for all levels of ability and encourage with care during all physical activities.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.

Unit Name: Rhythmic Movement

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.12.MSC.3, 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3

NJSLS - Technology Integration Standards Strand A, Strand E

NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP6, CRP7, CRP9, CRP11

NJSLS - Interdisciplinary Standards Visual & Performing Arts Integration - Standard 1.1, Standard 1.2, Standard 1.3, Standard 1.4

NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The need to utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.
- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- 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.

Objectives

Students will be able to...

- Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow and relationships.
- 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.
- Appreciate all levels of ability and encourage with care during all physical activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.
- Design and lead a rhythmic activity (time, space, force and flow) and critique the movement skill/performance discussing how each part can be made more interesting, creative, efficient, and/or effective.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.

Unit Name: Fitness Activities

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.12.PF.1, 2.2.12.PF.2, 2.2.12.PF.3, 2.2.12.PF.4, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.4, 2.2.12.LF.5

NJSLS - Technology Integration Standards Strand A, Strand E

NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP9, CRP10, CRP11

NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- The short and long term impact of physical inactivity and apply fitness-training principles to improve personal fitness.
- Current and future personal wellness is dependent upon applying health-related concepts and skills in everyday lifestyle behaviors.
- There are many short and long term health benefits and risks associated with nutritional choices.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- 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.

Objectives

Students will be able to...

- Analyze the short and long term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
- Demonstrate respect and appreciation for all levels of ability and encourage with care during all physical activities.
- Evaluate the personal, social, and environmental factors that impact fitness and personal health.
- Analyze how genetics, gender, age, nutrition, activity level, and exercise/physical activity impact body compositions and healthy weight maintenance.
- Evaluate current dietary trends and eating habits of adolescents and young adults and the long-term implications on overall wellness
- Evaluate the health related fitness components and apply/demonstrate how these components contribute to a fitness plan as a measure of fitness and health.
- Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles and the components of skill related fitness.
- Research and debate the impact of performance enhancing drugs (anabolic steroids, HGH, ergogenic aids) on society and evaluate the short and long term consequences of their use

- Identify and analyze individual and family needs and address barriers (time, finances, etc.) that impact the development and application of a comprehensive fitness plan.
- Analyze and reflect on personal health data utilizing technology and medical advances to create and implement a comprehensive health and fitness program applying fitness-training principles.
- Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.
- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in the community.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.

Unit Name: Striking & Fielding Games

Step 1 – Desired Results: What do I want my students to learn?

Standards

NJSLS - 2.2.12.MSC.1, 2.2.12.MSC.3, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5
NJSLS - College and Career Ready Practices - CRP1, CRP2, CRP3, CRP4, CRP8, CRP9
NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas: (What Fundamental Concepts Should be Learned during this Unit?)

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- 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.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

Objectives

Students will be able to...

- Identify and demonstrate appropriate and effective offensive, defensive, and cooperative strategies that can be utilized during team activities.
- Apply and assess tactical physical and mental strategies to evaluate and improve performance in team activities.
- Analyze the role, responsibilities, preparation and motivation of participants and recommend strategies to enhance team effectiveness.
- Explain and demonstrate ways to apply movement skills from one striking game to another.
- Analyze how performance in striking games is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
- Synthesize and implement strategies, positive mental attitudes, competent skill levels, and teamwork into striking games activities.
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
- Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership.
- Identify performance enhancing substances (anabolic steroids, HGH, ergogenic aids) and debate their use (pros/cons they have on performance as well as consequences on one's health and wellness).
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior during striking games.
- Analyze application of force and motion and modify movement to impact performance during striking games.

- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.
- Develop and maintain physical activity levels to provide opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Unit Name: Target Sports

Step 1 – Desired Results: What do I want my students to learn?

Standards

[NJSLS - 2.2.12.MSC.1, 2.2.12.MSC.2, 2.2.12.MSC.3, 2.2.12.MSC.4, 2.2.12.MSC.5, 2.2.12.PF.2, 2.2.12.LF.4, 2.2.12.LF.5](#)

[NJSLS - College and Career Ready Practices CRP1, CRP2, CRP3, CRP4, CRP8, CRP9](#)

[NJSLS - Interdisciplinary Standards HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5](#)

Unit Big Ideas:

(What Fundamental Concepts Should be Learned during this Unit?)

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.
- 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.
- Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.

Objectives

Students will be able to...

- Demonstrate and apply movement skills from target sport to another.
- Assess and apply tactical physical and mental strategies to evaluate and improve performance in target sport activities.
- Analyze application of force and motion and modify movement to impact performance in target sports.
- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior during target sport
- Analyze the role, responsibilities, preparation and motivation of players and recommend and employ strategies to enhance individual effectiveness during target sports.
- Develop rule change to existing target sports that enhance participation, safety, and enjoyment.
- Identify and explain the influence of globalization and technology, develop rule changes to existing individual activities and predict its future impact on participation and viewership.
- Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
- Describe the social benefits gained from participating in physical activity.
- Demonstrate personal responsibility to develop and maintain physical activity levels through opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.

Please contact content supervisor for any questions.