

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

**Moorestown High School
Health and Physical Education**

**Physical Education
*Grade 9***

Date: August 2020

Prepared by: Megan Collins

Supervisor: Shawn Counard

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>	10
<u>Units Scope and Sequence</u>	11

Board of Education

Dr. Sandra Alberti, President

Mr. Jack Fairchild

Ms. Alexandria Law

Ms. Katherine Mullin

Ms. Lauren Romano

Dr. Mark Snyder

Mr. Mark Villanueva

Mr. David Weinstein

Ms. Caryn Shaw, Vice President

Administration

Dr. Scott McCartney, Superintendent of Schools

Ms. Carole Butler, Director of Curriculum & Instruction

Dr. David Tate, Director of Special Education

Mr. Jeffrey Arey, Director of Educational Technology

Mr. James Heiser, Business Administrator/Board Secretary

Ms. Debora Belfield, Director of Personnel

Principals

Mr. Andrew Seibel, Moorestown High School

Mr. Matthew Keith, William Allen Middle School

Ms. Susan Powell, Moorestown Upper Elementary School

Ms. Michelle Rowe, George C. Baker School

Mr. Brian Carter, Mary E. Roberts School

Ms. Heather Hackl, South Valley School

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, Language Arts & Media K-12

Ms. Julie Colby, Mathematics K- 12

Mr. Shawn Counard, Athletics, Physical Education/Health K-12

Ms. Kat D'Ambra, Guidance K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Ms. Cynthia Moskalow, Special Education 7 – Post Graduation

Mr. Gavin Quinn, Science K-12

Ms. Roseth Rodriguez, Social Studies & World Languages K – 12

Ms. Patricia Rowe, Arts, Technology, Business K-12

Ms. Leslie Wyers, Special Education Pre-K – 6

Course Description and Fundamental Concepts

Physical Education, Grade 9 - At this grade level, the activities are structured and controlled. Emphasis is on physical fitness, and individual and team sports. The components of physical fitness are a daily focus in each lesson and students are encouraged to use these concepts to help lead a healthy lifestyle outside of the classroom. The appropriate body mechanics, form, skills, and strategies used in a wide range of sports and activities are stressed. Students are exposed to as many team and individual sports as possible, providing a foundation for participation in activities that are of interest to them. 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 Striking & Fielding Games Target Sport	2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Fitness Activities Orientation 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 Movement	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 Movement	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 Movement	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	NJLSA.R1	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.

Rhythmic Movements	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Fitness Activities Rhythmic Movements	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Rhythmic Movements	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Rhythmic Movements	W.9-10.6.	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

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 Movement	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
	Strand C	Communication and Collaboration: <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i>
	Strand D	Digital Citizenship: <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</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>
	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</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>
	CRP12	<i>Work productively in teams while using cultural global competence</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: 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.
Rhythmic Movements	Standard 1.2	History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.
Rhythmic Movements	Standard 1.3	Performing/Presenting/Producing: 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.
Rhythmic Movements	Standard 1.4	Aesthetic Responses & Critique Methodologies: 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.

Other Interdisciplinary Content Standards

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

Unit Addressed	Content / Standard #	Standard Description
2-7	(HS-PS3-5)	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.
2-7	(HS-PS3-2)	Energy cannot be created or destroyed—only moves between one place and another place, between objects and/or fields, or between systems.
2-7	(HS-PS3-1) (HS-PS3-4)	Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems.

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

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

Units Scope and Sequence

Unit Name: Orientation/Organization & Preliminary Fitness Testing

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.LF.4, 2.2.12.LF.5](#)

[NJSLs - Technology Integration Standards](#)

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

[NJSLs - Interdisciplinary Standards](#)

Unit Big Ideas:

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

- Health related fitness components
- Finding a relationship between physical fitness and maintaining an overall healthy lifestyle
- Discovering long term health benefits of leading a healthy lifestyle
- Implementing sportsmanship into fitness testing

Objectives

Students will be able to...

- Engage in a variety of physical activities to enhance each component of fitness.
- Predict the short- and long-term physical, social, and emotional benefits and potential problems associated with regular physical activity.
- Develop and implement a training program to maximize health benefits.
- Identify and explain the five health related fitness components.
- Participate in a positive, honest, and encouraging atmosphere

Unit Name: Net / Wall 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 - Technology Integration Standards
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?)

Net and Wall games are games in which teams or individuals hit a ball (birdie) into an opponent's court generally separated by a net. Net and wall games include setting up an attack, creating space on offence, reducing space on defence.

Objectives

Students will be able to...

Learn the fundamentals while instilling a spirit of good sportsmanship, fair and hard play that is educational and enjoyable for all students.

Tennis

- Demonstrate and explain the following skills: use of proper grip, serve, groundstrokes (forehand, backhand), and volley.
- Demonstrate skills, tactics, and strategy
- Understand the rules and etiquette in a competition situation.
- Competing in tournaments: ladder, singles, and doubles.

Badminton

- Demonstrate and explain the following: proper grip, strokes (forehand, backhand), serve and lob.
- Identify and explain when to use various strokes associated with badminton.
- Identify and explain the fitness benefits of recreation games.

Pickleball

- Demonstrate and Explain the following skills: proper underhand serve, volley, double bounce rule
- Demonstrate skills and strategy during a match.
- Explain the non volley zone.
- Understand the rules and scoring process in order to win.

Table Tennis

- Demonstrate and explain the proper serve in table tennis.
- Demonstrate skills, tactics and strategy
- Understand the rules and boundaries during game play.
- Explain how to win a game.

Volleyball

- Identify and explain volleyball rules and keep score in a volleyball game.
- Identify and explain safety precautions of volleyball and the boundaries of a volleyball court.
- Execute a bump, set and serve with proper mechanics.
- Identify and execute a proper volleyball rotation.
- Identify, explain, and execute different volleyball formations and strategies.

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 - Technology Integration Standards

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?)

- Invasion games are team games in which the purpose is to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Objectives

Students will be able to...

Learn the fundamentals while instilling a spirit of good sportsmanship, fair and hard play that is educational and enjoyable for all students.

Football

- Demonstrate passing (Throwing) and catching (Receiving) the football.
- Demonstrate the center snap (hiking) and lateral pass.
- Demonstrate proper ball handling, carrying skills.
- Identify field markings and parts of the field
- Apply the general rule of offense and defense strategies.
- Explain the benefits of utilizing all team members.

Soccer

- Understand and demonstrate the rules, terminology, and strategy of game play
- Demonstrate the proper techniques of dribbling, passing & trapping.
- Demonstrate correct offensive & defensive player positioning during games.
- Keep score of a game of soccer.

Handball

- Develop and demonstrate passing, catching, throwing and dribbling.
- Demonstrate blocking and guarding during a game situation.
- Demonstrate offensive and defensive strategies during a game.
- Understand the rules and regulation of the game.
- Play an organized game of Handball.

Basketball

- Explain and implement the rules, boundaries and safety precautions used in basketball.
- Develop and demonstrate proper ball handling skills: dribbling & passing

- Develop and demonstrate proper dribbling techniques – Speed and control.
- Develop fundamentals of shooting skills layup and jump shot.(left and right hand)
- Explain and demonstrate defense (zone, player to player) and rebounding skills.
- Demonstrate offensive and defensive play during modified and regular games.
- Play organized games in a tournament.

Hockey/ Pillow Polo

- Interpret and explain the rules, regulations and safety precautions in floor hockey and pillow polo.
- Explain and demonstrate the proper grip and technique to shoot a hockey puck or pillow ball.
- Explain and demonstrate the proper grip and technique to pass a hockey puck or pillow ball.
- Explain and implement the importance of space awareness in floor hockey and pillow polo.
- Explain and implement how strategy is used in floor hockey and pillow polo.

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?)

Activities in which you can spend your time outdoors being physically active, creative, having fun or being social

Objectives

Students will be able to...

- Maintain a healthy lifestyle through outdoor activities
- Identify and explain the rules and boundaries of various activities.
- Understand and explain how these activities can contribute to lifetime fitness.
- Understand and explain the fitness benefits of low intensity cardiovascular.
- Participate in a positive, honest, and encouraging atmosphere

Unit Name: Dance and 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., HS-PS3-1, HS-PS3-2, HS-PS3-4, HS-PS3-5

Unit Big Ideas:

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

Rhythm is the basis of music and dance. The purpose is to provide a variety of fundamental movement experiences so the students can learn to move effectively and efficiently and can develop a sense of Rhythm.

Objectives

Students will be able to...

To teach dance fundamentals while instilling a spirit of good sportsmanship, confidence and rhythm. To do this in a manner that is educational and enjoyable for all students.

- Identify and explain proper dance etiquette.
- Identify and execute basic dance steps.
- Identify and execute the fundamental steps of the square dance.
- Identify and execute the fundamental steps of the Cha-Cha.
- Identify and execute the fundamental steps of the polka.
- Identify and execute the fundamental steps of the Jitterbug.
- Demonstrate the movements of common social dances.

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?)

This course is designed to familiarize students with physical fitness and the importance of maintaining one's personal fitness level.

Objectives

Students will be able to...

Learn the fundamentals of fitness while instilling a spirit of good sportsmanship, confidence and hard work that is educational and enjoyable for all students.

Fitnessgram

- Perform conditioning exercises for endurance, strength and flexibility
- Incorporate fitness and wellness concepts to achieve and maintain a health enhancing level of physical fitness.
- Assess and adjust activities to maintain or improve personal level of health-related fitness

Yoga/ Pilates

- Increase one's self confidence and self esteem
- Demonstrate basic skills associated with yoga and Pilates.
- Demonstrate the ability to perform yoga movements in various combination and forms
- Demonstrate an understanding of health-related fitness components and stress management

Resistance Training

- Improve their muscle strength and endurance through weight training exercises.
- Gain knowledge of equipment and safety procedures with free weights and machine weights.
- Identify the benefits of regular physical activity and see effects on themselves through class participation.
- Explain how being physically fit promotes physical and mental health?
- Engage in a variety of physical activities to enhance each component of fitness.

Zumba

- Improve their own cardiovascular system through aerobic exercise.
- Identify ways to increase muscle strength, tone and flexibility.
- Demonstrate a knowledge of interval training and resistance training.
- Gain an understanding of the long term benefits of aerobic exercise.
- Understand how to take and monitor heart rates while participating in an aerobic activity.

Running

- Engages in various activities for enhancing cardiorespiratory endurance.
- Assess personal status of cardiorespiratory endurance.
- Develops and maintains cardiorespiratory endurance (e.g., times or distance walk/run and other endurance activities at specified heart rate/heart rate recovery).
- Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

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 - Technology Integration Standards](#)
[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?)

Players on the batting team strike an object and attempt to run between two points before the fielding team can recuperate the object. The teams exchange roles after a certain amount of hits or after a certain number of players have been retired from the game.

Objectives

Students will be able to...

To teach kickball/softball fundamentals while instilling a spirit of good sportsmanship, fair and hard play. To do this in a manner that is educational and enjoyable for all students.

Introductory Skills

- Demonstrate mature, mechanically correct form and control when manipulating different balls through various movements in applied settings.
- Identify and interpret verbal commands of the teacher.
- Catch/Throw various balls with proper technique using teacher guided cues.
- Throw and Catch in a dynamic setting.
- Identify and explain the importance of throwing and catching as it relates to team and individual sports.

Kickball

- Identify and explain kickball rules and keep score in a kickball game.
- Identify and explain safety precautions of kickball.
- Identify and explain different kickball formations and strategies.
- Identify and explain the fitness benefits of kickball.
- Participate in a positive, honest, and encouraging atmosphere

Softball

- Identify and explain softball rules and keep score in a softball game
- Identify and explain safety precautions of softball and the boundaries of the field
- Executing defensive skills: Throwing, fielding and catching.
- Executing offensive skills: hitting and baserunning.
- Identify, explain, and execute different softball strategies

- Understanding of player positions & responsibilities
- Understanding of rules (tag up, infield fly rule)

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 - Technology Integration Standards

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?)

- Players score when they successfully throw or strike an object closer to a target than their opponents were able to. Tactical problems related to target games include shot selection, judging distance, preventing points, and protecting the shot.

Objectives

Students will be able to...

- To teach the fundamentals of target games while instilling a spirit of good sportsmanship, fair and hard play. To do this in a manner that is educational and enjoyable for all students.

Kan Jam

- Demonstrate the following skills: Throwing/ Deflecting a flying disc at a target.
- Demonstrate strategy and an understanding of the rules while playing the game.
- Demonstrate good sportsmanship when working with a partner, group/team opponent.

Cornhole

- Demonstrate the proper form of the underhand throw while throwing the bean bag at the target
- Demonstrate strategy and an understanding of the rules while playing the game.
- Demonstrate good sportsmanship when working with a partner, group/team opponent.

Washers

- Demonstrate proper technique for tossing washers into a box or hole.
- Demonstrate strategy and an understanding of the rules while playing the game.
- Demonstrate good sportsmanship when working with a partner, group/team opponent.

Spike Ball

- Demonstrate proper skills: Serving, passing
- Demonstrate strategy and an understanding of the rules while playing the game.
- Demonstrate good sportsmanship when working with a partner, group/team opponent.

Please contact content supervisor for any questions.