

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

**Moorestown High School
Health and Physical Education**

**Physical Education
*Grade 11***

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Course Description and Fundamental Concepts

11th Grade Physical education students will learn how to take charge of their physical fitness & health. Students will gain knowledge, skills and develop a positive attitude about leading a physically active life-style.

Student participation in activities such as team, individual sports, and fitness awareness is emphasized during the junior year. Students explore areas that develop their interests and capabilities. They develop skills and interests that encourage a life-long interest in physical fitness and recreation. 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
Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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, pickleball).
Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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.
Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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.
Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	2.2.12.MSC.5	Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.
Orientation Organization-		

<p>Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.PF.1</p>	<p>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.</p>
<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.PF.2</p>	<p>Respect and appreciate all levels of ability and encourage with care during all physical activities.</p>
<p>Orientation Organization- Fitness Readiness Fitness Activities</p>	<p>2.2.12.PF.3</p>	<p>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.</p>
<p>Orientation Organization- Fitness Readiness Fitness Activities</p>	<p>2.2.12.PF.4</p>	<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>Orientation Organization- Fitness Readiness Fitness Activities</p>	<p>2.2.12.PF.5</p>	<p>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.</p>
<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.1</p>	<p>Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p>
<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.2</p>	<p>Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p>

<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.3</p>	<p>Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p>
<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.4</p>	<p>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.</p>
<p>Orientation Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games</p>	<p>2.2.12.LF.5</p>	<p>Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>

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
Fitness Activities	NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Fitness Activities	NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Fitness Activities	WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Fitness Activities	WHST.9-10.6	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.
	NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
	RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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
Organization- Fitness Readiness Fitness Activities	Strand A	Technology Operations and Concepts: <i>Students demonstrate a sound understanding of technology concepts, systems, and operations.</i>
Organization- Fitness Readiness Fitness Activities	Strand B	Creativity and Innovation: <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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>
Organization- Fitness Readiness Fitness Activities	Strand E	Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP1	<i>Act as a responsible and contributing citizen and employee.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP2	<i>Apply appropriate academic and technical skills.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP3	<i>Attend to personal health and financial well-being.</i>
Organization-Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP4	<i>Communicate clearly and effectively and with reason.</i>
	CRP5	<i>Consider the environmental, social and economic impacts of decisions.</i>
Organization-Fitness Readiness Fitness Activities Target Games	CRP6	<i>Demonstrate creativity and innovation.</i>
Organization-Fitness Readiness	CRP7	<i>Employ valid and reliable research strategies.</i>

Fitness Activities Target Games		
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP8	<i>Utilize critical thinking to make sense of problems and persevere in solving them.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	CRP9	<i>Model integrity, ethical leadership, and effective management.</i>
Organization- Fitness Readiness Fitness Activities	CRP10	<i>Plan education and career paths aligned to personal goals.</i>
Organization- Fitness Readiness Invasion Games Net Games Striking-Fielding Games Fitness Activities Target Games	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
Organization- Fitness Readiness Fitness Activities	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>

	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>
Organization-Fitness Readiness Fitness Activities	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>
	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
2 - 6	(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>
2 - 6	(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>
2 - 6	(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

Unit/ Topic	Month (w/Approx number of Teaching Days)
ORIENTATION/ORGANIZATION-FITNESS READINESS <u>INVASION GAMES</u> PASS-CATCH-RUN, ULTIMATE FRISBEE	September (~19 days)
<u>FITNESS ACTIVITIES</u> FITNESS TESTING, WALKING UNIT <u>NET GAMES</u> TENNIS UNIT	October (~19 days)
<u>INVASION GAMES</u> SOCCER (IN/OUT DOOR), PILLOW POLO <u>FITNESS ACTIVITIES</u> FITNESS CENTER/YOGA	November (~16 days)
<u>INVASION GAMES</u> MODIFIED HANDBALL, PILLOW POLO/FLOOR HOCKEY <u>FITNESS ACTIVITIES</u> FITNESS CENTER/YOGA	December (~15 days)
<u>NET GAMES</u> VOLLEYBALL, TABLE TENNIS, BADMINTON, PICKLEBALL <u>TARGET GAMES</u> WASHERS, SPIKE BALL	January (~18 days)
<u>INVASION GAMES</u> BASKETBALL <u>FITNESS ACTIVITIES</u> RECORDS/FITNESS	February (~18 days)
<u>NET GAMES</u> BADMINTON, PICKLEBALL, PING-PONG <u>TARGET GAMES</u> KAN-JAM, CORN HOLE, SPIKEBALL	March (~15-20 days)
<u>INVASION GAMES</u> PASS-CATCH-RUN, ULTIMATE FRISBEE	April (~15-20 days)
<u>STRIKING GAMES</u> SOFTBALL, KICKBALL, WIFFLE BALL <u>FITNESS ACTIVITIES</u> WALKING UNIT	May (~18 days)
<u>NET GAMES</u> TENNIS <u>FITNESS ACTIVITIES</u> WALKING <u>INVASION GAMES</u> ULTIMATE FRISBEE	June (~15 days)

[Units Scope and Sequences](#)

Unit Name: ORIENTATION-ORGANIZATION-FITNESS READY

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?)

All Americans should be regularly physically active to improve overall health and fitness and to prevent many adverse health outcomes. The benefits of physical activity occur in generally healthy people, in people at risk of developing chronic diseases, and in people with current chronic conditions or disabilities.

Objectives

Students will be able to...

1. State the benefits of being fit/Learn the essential lessons associated with physical fitness for life.
2. Describe the five health-related components of physical fitness/Learn about the components of physical fitness: cardiorespiratory endurance, muscle strength, muscle endurance, flexibility and body composition and why they are important.
3. Summarize the role of the skill-related fitnesses.
4. Describe the importance of physical fitness for all ages and abilities.
5. Discover how mind and body can greatly benefit from even 30 minutes of exercise a day.
6. Understand exactly what impact regular exercise can have on your mind, body, and lifespan
7. Name three things you can do to be a good sport

Unit Name: INVASION GAMES- FOOTBALL, SOCCER, HANDBALL, FLOOR HOCKEY, ULTIMATE FRISBEE, PILLOW POLO

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-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

Unit Big Ideas:

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

Invasion Games are team games with the main objective is for participants/players to invade their opponents territory trying to score points within a time frame.

Objectives

Students will be able to...

FOOTBALL-PASS-CATCH-RUN

1. Be able to perform the PASS-CATCH-RUN Football skills focused on in this unit including; passing, receiving, punting, kicking, blocking, defensive strategies and offensive strategies.
2. Understand basic rules and strategies of PASS-CATCH-RUN Football.
3. Be able to understand the importance of offense and defense.
4. Show good sportsmanship.
5. Use appropriate communication skills.
6. Respect teammates and equipment being used.
7. demonstrate social responsibility by dressing for class

SOCCER

1. Develop a basic, fundamental knowledge about the game of soccer and the skills involved.
2. Learn the rules, strategy, different formations, and various skills of the game of soccer.
3. Develop sportsmanship, teamwork, and positive attitudes.
4. Learn the skills of dribbling, passing, shooting, goalkeeping, and defending that are needed to play.
5. Engaged in daily routines of fitness before any soccer skills take place.
6. To work cooperatively together in drills, lead-up games and tourney
7. demonstrate respect for authority by performing the teacher requested tasks
8. demonstrate social responsibility by dressing for class

HANDBALL

1. perform proper chest pass mechanics during a simulated game
2. execute proper dribbling mechanics as they run through a course of cones set up
3. demonstrate proper shooting mechanics in game situations
4. to keep eyes up and demonstrate proper catching mechanics
5. successfully identify both the offensive and defensive positions of the handball
6. knowledge of the offensive tactics through game situations
7. demonstrate they know how to use a defensive tactic during game situations
8. demonstrate respect for authority by performing the teacher requested tasks
9. cooperation by working with teammates
10. demonstrate social responsibility by dressing for class

BASKETBALL

1. Understand basic basketball rules, terminology, and safety concerns.
2. Demonstrate the six basic basketball skills of running, jumping, passing, catching, dribbling, and shooting.
3. Demonstrate the ability to perform individual offensive and defensive skills and strategies.
4. Demonstrate the ability to perform team offensive and defensive skills and strategies.

5. Understand and apply the knowledge of basic rules of basketball.
6. Demonstrate proper etiquette and good sportsmanship
7. Demonstrate social responsibility by dressing for class

FLOOR HOCKEY

1. Ability to successfully dribble and accurately pass to a teammate
2. Make a goal
3. identify the different positions, players, and rules in a floor hockey game
4. Learn an appreciation for the sport of floor hockey
5. Engage in physical activity
6. Cooperate and encourage one another in an athletic setting
7. Demonstrate social responsibility by dressing for class

ULTIMATE FRISBEE

1. Throw the Frisbee using a forehand throw and side arm throw while stepping with the correct foot
2. Catch a Frisbee with either one or two hands.
3. Hit a certain target or come real close to hitting it.
4. Utilize all players on the team and encourage others to participate
5. Demonstrate offensive and defensive transitions.
6. Demonstrate offensive and defensive strategies during a live game.
7. Understand the rules and regulation of the game.
8. Play an organized game of Ultimate Frisbee
9. Demonstrate social responsibility by dressing for class

PILLOW POLO

1. Interpret and explain the rules, regulations and safety precautions in pillow polo.
2. Demonstrate the proper grip and technique to shoot a pillow ball.
3. Demonstrate the proper grip and technique to pass a pillow ball.
4. Apply the importance of space awareness in floor hockey and pillow polo.
5. Apply how strategy is used in pillow polo.
6. Demonstrate social responsibility by dressing for class

Unit Name: NET GAMES-TENNIS, BADMINTON, PICKLEBALL, VOLLEYBALL TABLE TENNIS/PING-PONG

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-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

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

Net/Wall Games are activities in which players send an object towards a court or target area that an opponent is defending. The goal is to cause the object to land in the target area while making it difficult for the opponent to return the object. Playing Net/Wall games, students will learn the key skills and tactics in games such as Volleyball, Tennis, Badminton, PickleBall, PingPong/Table Tennis, Spike Ball

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

1. Develop and demonstrate proper grip of the tennis racket.
2. Develop underhand and overhand serving skills.
3. Develop and demonstrate proper forehand, backhand, ground stroke and volley techniques.
4. Demonstrate cross court, backcourt and frontcourt shot making skills.
5. Demonstrate and use proper scoring for a regulation match.
6. Demonstrate offensive and defensive strategies during a live match.
7. Understand the rules and regulation of the game of tennis.
8. Play an organized game of tennis.
9. Demonstrate social responsibility by dressing for class

BADMINTON

1. Develop sequential force through forehand and backhand shots hit overhead and underhand.
2. Develop the short, low serve and high, deep serve.
3. Develop the smash, learn its offensive advantage and find out how to guard against it.
4. Develop the overhand drop shot while incorporating previously learned skills.
5. Develop underhand net shots: Cross-court and underhand drop.
6. Learn and apply the rules for playing doubles games and the side by side formation.
7. Apply doubles rules, practice doubles play, learn the up and back formation, and review the side by side formation.
8. Demonstrate social responsibility by dressing for class

PING-PONG/TABLE TENNIS

1. Learn how to effectively play table tennis by developing a serve, forehand and backhand.
2. Demonstrate understanding of the various techniques of table tennis such as different types of shots and grips.
- 3.) Show improvement and skill development every day by meeting the objectives (i.e.) meeting the accuracy percentage for the day.
- 4.) Learn the rules and strategies of table tennis. We will teach both offensive and defensive strategies while also incorporating rules into lessons.
- 5.) To get the students passionate about table tennis so they will play on their own after this course.
6. Demonstrate social responsibility by dressing for class

VOLLEYBALL

1. Develop and demonstrate bump, & set.

2. Develop & demonstrate underhand & overhand serve.
3. Demonstrate spike-dink, dig, block & scoring during a live game.
4. Demonstrate proper way to rotate on the court.
5. Demonstrate offensive and defensive strategies during a live game.
6. Understand the rules and regulation of the game.
7. Play an organized game of volleyball.
8. Demonstrate social responsibility by dressing for class

PICKLE-BALL

1. Develop and demonstrate forehand backhand, dink and drop shot.
2. Demonstrate volley skills during a live game.
3. Demonstrate offensive and defensive strategies during a live game.
4. Understand the rules and regulation of the game.
5. Play an organized game of Pickleball.
6. Demonstrate social responsibility by dressing for class

Unit Name: STRIKING & FIELDING GAMES-SOFTBALL, KICKBALL, WIFFLE BALL

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-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

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 get the object. The teams change roles after a number hits, points or outs the game. Examples of striking and fielding games include softball, kickball & wiffle ball .

Objectives

Students will be able to...

SOFTBALL

1. To hit the ball with a level swing.
2. To catch a fly ball.
3. To field a ground ball.
4. To throw overhand accurately.
5. To run the bases correctly.
6. To understand and apply the rules of softball.
7. To get some exercise and have fun
8. Demonstrate social responsibility by dressing for class

KICKBALL

1. Demonstrate the correct way to kick a moving object using the proper footwork. .
2. Demonstrate the correct way to run the bases according to the game being played. .
3. Play lead-up game, “Pepper” .
4. Control games among themselves following the rules. .
5. Participate in the various games of kickball by following the rules of play.
6. Demonstrate social responsibility by dressing for class

WIFFLE BALL

1. Proper throwing technique
2. Proper catching technique
3. Proper batting technique
4. Concepts of base running
5. Basic rules and strategies of the game of baseball
6. Learn and perform in game play
7. Demonstrate social responsibility by dressing for class

Unit Name: FITNESS ACTIVITIES-WALKING, RECORD BREAKING, FITNESSGRAM, YOGA

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

Standards

[NJSL](#) - 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

[NJSL](#) - [Technology Integration Standards](#)- Strand A, Strand E

[NJSL](#) - [College and Career Ready Practices](#)- CRP1, CRP2, CRP3, CRP4, CRP9, CRP11

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

Unit Big Ideas:

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

Physical activity is more than exercise!

Exercise is a structured program of activity geared toward achieving or maintaining physical fitness. It is actually a sub-category of physical activity.

Physical activity is any form of exercise or movement of the body that uses energy. Some of your daily life activities—doing active chores around the house, yard work, walking the dog—are examples.

Both can include aerobic, flexibility, and muscle-strengthening activities.

Objectives

Students will be able to...

1. To develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.
2. Understand that regular physical activity can improve the health and quality of life of Americans of all ages, regardless of the presence of a chronic disease or disability

WALKING

The purpose of fitness walking on the secondary level is to increase heart rate and to introduce a lifelong physical activity young people can participate in independently.

This unit is one part of a comprehensive physical education program.

Fitness walking is relatively new for secondary education physical education programs as more schools are emphasizing fitness rather than sport.

1. Engage in lifetime physical activities of sufficient intensity and duration to maximize health benefits
2. Learn why it is important to develop and maintain adequate levels of physical activity/fitness through walking
3. Develop knowledge base and skills necessary to plan and execute personal walking activity programs.
4. Prepare and motivate themselves to engage in physical activity outside of school and throughout life
5. Understand the opportunities for healthy habits while gaining an appreciation for its importance throughout life.
6. Demonstrate social responsibility by dressing for class

RECORD BREAKING

1. Explain the purpose of goal setting
2. Identify the benefits of exercise through participation in fitness activities.
3. Measure skill-related components of physical fitness.
4. Record and analyze individual fitness data
5. Identify and define the health-related and skill-related components of physical fitness.
6. Identify attitudes that teens may have toward physical activity.
7. Select appropriate activities for a warm-up and cool-down period when participating in physical activities.
8. Identify and participate in a variety of static and dynamic stretching activities that promote flexibility
9. Demonstrate social responsibility by dressing for class

FITNESSGRAM

FITNESSGRAM is a health related physical fitness assessment. Each of the test items were selected to assess important aspects of a student's health related fitness, not skill or agility. Students are compared not to each other, but to health fitness standards, carefully established for each age and gender that indicate good health.

1. Students participating in the FitnessGram assessment gain a better understanding of their own health-related fitness.
2. The FITNESSGRAM is a series of health-related fitness activities that assess physical fitness levels in students-Cardio respiratory (Cardiovascular) Endurance, Muscular Strength and Endurance, Flexibility
3. Students should learn to self-assess their fitness levels and interpret the results. This will help them learn about fitness concepts, plan and set goals for fitness and serve as a motivational tool to remain active on their own.

YOGA

Students, at any age, need to be taught how to coordinate their body and mind, and maybe most of all, be taught how to relax. We have technology at our fingertips every day that allows us to always be “on”. It's time we teach the benefits of being connected with your body.

1. Develop a strong and flexible body
2. Increase balance, body awareness, and coordination
3. Improve posture
4. Help reduce injuries
5. Relieve anxiety and stress
6. Teach students how to relax
7. Improve concentration
8. Help students get creative
9. Help develop discipline and self-control
10. Demonstrate social responsibility by dressing for class

Unit Name: TARGET GAMES-Corn Hole, Washers, Spike Ball ,Can Kam

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-PS3-5, HS-PS3-2, HS-PS3-1, HS-PS3-4

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.. Examples of target games include Corn Hole, Washers, Spike Ball ,Can Kam

Objectives

Students will be able to...

WASHERS GAME

Washers is a game of skill, similar to Horseshoes, in which individuals or teams compete against one another in an effort to be the first to reach a winning score of 11, 17 or 21 points. The game consists of two washer pits located opposite one another, each with a recessed cup. Contestants stand in one pit and throw washers toward the cup in the other pit. The object is to land in the cup, or nearest the cup, to score.

1. Properly toss the washers into a box or hole.
2. Know, Apply & Understanding of the rules while playing the game of Washers.
3. Show good sportsmanship when working with a partner, group/team opponent.
4. Demonstrate social responsibility by dressing for class

CORN HOLE

Two teams of two people, termed partners, shall play. Partners shall stand at opposite cornhole boxes on the same side, from the perspective of a third person, and face each other, so there is no advantage given to one team. 2. Each cornhole team shall have 4 bags of one color.

1. Properly toss the bean bag underhand toward the Corn Hole Box
2. Know, Apply and Understand the rules while playing the game of Corn Hole.
3. Show good sportsmanship when working with a partner, group/team opponent.
4. Demonstrate social responsibility by dressing for class

SPIKEBALL

Spikeball is a team sport played by two teams of two players. Opposing teams line up across from each other with the Spikeball net in the center. The ball is put in play with a serve—a hit by the server from behind the service boundary into the net to an opposing player. Once the ball is served players can move anywhere they want. The object of the game is to hit the ball into the net so that the opposing team cannot return it. A team is allowed up to three touches to return the ball. The rally continues until the ball is not returned properly.

1. Know all terms (i.e. position/penalty names, game terminology...)
2. Learn to hit the ball into the net so that the opposing team cannot return it
3. Demonstrate how a team is allowed up to three touches to return the ball
4. Demonstrate how the rally continues until the ball is not returned properly
2. Know rules of the game (safety)
3. Know strategies of play
4. The student will be able to apply acquired skill and knowledge to improve daily living and overall health and wellness
5. Demonstrate social responsibility by dressing for class

KAN JAM

Kan Jam is the perfect indoor/outdoor activity and encourages exercise, improved coordination skills and friendly competition without physical contact.

Kan Jam is a fast-paced, interactive team game that is easy to learn. Consisting of two target goals and a flying disc, four players, on two teams, take turns throwing and deflecting the disc as they try to score points by hitting or entering the goal. The first team to score 21 points wins the game, unless a player throws a hugely popular “Instant Win.”

1. Practice basic and complex motor and manipulative skills by taking turns tossing and deflecting the Kan Jam disc
2. Apply the concept of movement by learning to anticipate the flight of a partner’s throw and then moving to that location for the deflection
3. Enhance hand-eye coordination
4. Develop physical fitness skills through regular practice, effort and perseverance
5. Demonstrate responsible personal and social behavior, including mutual respect, acceptance and sportsmanlike behavior
6. Demonstrate social responsibility by dressing for class

Please contact content supervisor for any questions.