Course Title: Physical Education

Subject: Physical Education

Grade Level: 9-12

Duration: Full Year

Prerequisite: N/A

Elective or Required: Required

Department Mission Statement:

The purpose of physical education is to empower all students to sustain life-long fitness skills and concepts that will enhance their wellness. Physical Education is a significant part of the learning process that promotes social, emotional and physical well-being and is the foundation for a healthy, productive and fulfilling life.

It is our goal as physical educators to develop and enhance gross motor skills, physical fitness skills, social and life skills, as well as the learners’ ability to think and problem solve. We will provide an active, caring, and supportive atmosphere so students can successfully obtain these skills. We recognize the need for character education through the development of positive attitudes, good sportsmanship and fair play. Students must be given the opportunity for self-development, to learn to follow directions, to cooperate with others, as well as to develop leadership ability.

We must teach our students through a variety of learning experiences at appropriate developmental levels so they can realistically succeed in managing challenges of learning, growing, and developing in today’s world.
Course Description:

Physical Education is a unique approach toward the education of the individual. It is a composite program designed to coordinate and foster the physical, social, emotional and intellectual development of individuals, so they are better able to approach life’s problems. As physical activity is the core of the program, it becomes the main medium through which the physical educator works and through which the educative process takes place. Through a careful selection and arrangement of various activities into a meaningful whole, a substantial contribution can be made toward total education of individuals as they progress through situations involving themselves, the group and society. The students are thus given the opportunity of experimenting in a laboratory of life situations.

Author: Rachael Hogan/Maria DiCondina
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Physical Education

Topic/Unit: Team Sports

Approximate # of Weeks: On Going

Essential Questions:
- How will team sports offer students the opportunity to develop a personal fitness?
- How will team sports offer students the opportunity to develop an appreciation of teamwork and fair play?
- How will team sports offer students the opportunity to develop the knowledge of rules, and strategies?

Upon completion of this unit students will be able to:
- Demonstrate the various movement skills involved in team sports (2.5.12.A.1)
- Apply and explore the use of momentum and force to enhance or change the performance of movement skill during physical activity. (2.5.12.A.2)
- Design specialized movement skills that will encourage, support and demonstrate a positive attitude toward learning and their peers. (2.5.12.A.3)
- Develop and demonstrate a variety of mental strategies to improve individual and team performance (2.5.12.B.2)
- Analyze and determine the roles of the students, the safety procedures that are provided, and the impact of rules and regulations during participation. (2.5.12.C.1)
- Master the rules of each team sport (2.5.12.C.2)
- Learn the origin of each activity and identify the common movement skills of various cultures. (2.5.12.C.3)
- Perform at the intensity level needed to enhance cardiovascular fitness to enhance each component of fitness. (2.6.12.A.1 & 2.6.12.A.4)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA.RST.4
  Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical content.
- CCSS.ELA.WHST.2
Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- CCSS.ELA.WHST.9
  Draw evidence from informational texts to support analysis, reflection, and research.

Activities:
- Soccer
- Flag Football
- Volleyball
- Speedball
- Handball
- Basketball
- Floor Hockey
- Softball
- Wiffleball
- Badminton
- Golf

Enrichment Activities:
- N/A

Methods of Assessments/Evaluation:
- Preparation
- Participation
- Sportsmanship
- Creativity
- Written work
- Observation (Teacher/small/whole group)
- Self-assessment

Resources/Including Online Resources
- Teacher Webpage
- JOPERD--The Journal of Physical Education, Recreation & Dance
- www.shapeamerica.org/
- www.pecentral.com
- www.teachnet.com
Physical Education

Topic/Unit: Dance

Approximate # of Weeks: On-Going

Essential Questions:
- How will students learn through movement and dance?
- How will students incorporate the physical, emotional and social aspects of health through dance and movement?
- How can dance reinforce and foster group and partner work?

Upon completion of this unit students will be able to:
- Demonstrate the ability to use movement skills in order to perform a variety of dances. (2.5.12.A.3)
- Perform movements in order to express and communicate meaning. (2.5.12.A.3)
- Explore processes for dance construction though improvisation and organization of movement. (2.5.12.A.4)
- Explore and perform dances from various historical, cultural and social genres. (2.5.12.C.3)
- Identify and apply various criteria in dance aesthetics in order to develop critical and creative thinking. (2.5.12.A.4)
- Develop personal and interpersonal skills through dance in order to work respectfully, cooperatively, and safely with others. (2.5.12.C.1)
- Make connections between dance and healthful living in order to understand and maintain a healthy lifestyle (2.6.12.A.5)

Interdisciplinary Standards (njccs.org & Common Core Reading/Writing Standards)
- Standard 9.1 21st-Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.2- Technology Education
  All students will development an understanding of the nature and impact of technology, engineering, technological design, and the designed world they relate to the individual, society, and the environment.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA.RST.4
  Determine the meaning of symbols, key terms and other domain-specific words and phrases as they are used in a specific scientific or technical content.
• CCSS.ELA.WHST.2
  Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
• CCSS.ELA.WHST.9
  Draw evidence from informational texts to support analysis, reflection, and research.

Activities:
• Line Dances
  • Black Velvet
  • Wild Wild West
  • Tulsa time
  • Kentucky Chug
  • Tumbleweed
  • Reggae Cowboy
  • Slappin Leather
  • Tus Push
  • LA Walk
  • El Coyote
  • Cowboy Hip hop
  • Achy Breaky Heart
  • Boot Scootin’ Boogie
  • Watermelon Crawl
  • Electric Slide
  • Cha Cha Slide
  • Macarena
  • Cotton Eyed Joe

• Ballroom Dances
  • Cha Cha
  • Rumba
  • Waltz

• Partner Dances
  • Boston Two Step
  • Charleston Bump
  • Polka
  • Jitterbug
  • La Raspa

• Square Dances
  • Allemande
  • Circle
  • Courtesy Turn
  • Dancing Names
  • Dosado
  • Forward and Back
• Pass Thru
• Promenade
• Right and Left
• Stars
• Swing
• Weave the ring

Enrichment Activities:

• N/A

Methods of Assessments/Evaluation:

• Preparation
• Participation
• Sportsmanship
• Creativity
• Written work
• Observation (Teacher/small/whole group)
• Self-assessment

Resources/Including Online Resources

• Teacher Webpage
• JOPERD--The Journal of Physical Education, Recreation & Dance
• www.shapeamerica.org
• www.pecentral.com
• www.teachnet.com
Physical Education

Project Adventure

Approximate # Of Weeks: On Going

Essential Questions:

How will students develop teamwork through a series of physical challenges?
How will students develop trust and leadership through various problem solving challenges?
How will students develop the ability to cooperate and work well with others?
How will students create a positive self-image through successful challenging activities?

Upon completion of this unit students will be able to:

- Demonstrate a variety of movement and skills needed to perform the physical challenges. (2.5.12.A.1, 2.5.12.B.3)
- Apply and analyze the use of momentum and force to enhance or change the performance of movement skills during physical challenges. (2.5.12.A.1, 2.5.12.A.4)
- Recognize and demonstrate the needed movement skills involved in cooperative strategies. (2.5.12.A.2)
- Increase the level of students’ self-confidence through the appropriate physical and mental challenges. (2.5.12.B.1)
- Use information from internal and external sources to analyze and enhance individual and team effectiveness. (2.5.12.B.2)
- Identify the rules and regulations on the health and safety of participants. (2.5.12.C.3, 2.5.12.C.2)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

- Standard 9.1 21st Century Life & Career Skills
  All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 6.3 Active Citizenship in the 21st Century
  All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
- CCSS.ELA.RST.5
  Analyze the structure of the relationships among concepts in a text, including relationships among key term.

Activities:

- Ice Breakers/Initiatives
  Everybody Up
All Aboard
Group Juggling
Human Ladder
Spider Web
Knots Mohawk Walk
Electric Fence
Tag Games
Zig Zag
Prouty’s Landing

- **Games**
  - Balloon Frantic
  - Mine Field
  - Mirrors & Mortors
  - Moon Ball
  - Instant Impulse
  - Tug-O-War
  - Mirror Image
  - Balls Galore
  - Cube

- **Trust-Low Elements**
  - Trust Fall
  - Kings’s Finger
  - Maze
  - Nitro Crossing
  - Tandem Traverse

- **High Elements**
  - Rock Wall Climbing
  - Outdoor Team Wall
  - Cargo Net
  - Pamper Pole
  - Flying Squirrel

**Enrichment Activities:**

- N/A

**Methods of Assessments/Evaluation:**

- Preparation
- Participation
- Written work
- Sportsmanship
- Creativity
- Teacher Observation- small and whole group
- Self-evaluation

Resources/Including Online Resources
- Teacher Webpage
  - www.teachnet.com
  - www.projectadventure.com
  - www.pecentral.com
  - www.jopher.com
Physical Education

Fitness Unit

Approximate # Of Weeks: On Going

Essential Questions:

How will the physical fitness unit offer students the opportunity to develop personal fitness?
What are the health and skill related components of physical fitness?
Why is it important to know your current level of health related fitness?
Why safety precautions should be taken when developing a fitness program?
What are the physical fitness components you should address when designing your personal fitness program?
What motivational strategies will impact a student’s lifelong fitness goals?

Upon completion of this unit students will be able to:

- Demonstrate movement skills when participating in fitness gram testing. (2.5.12.A.1, 2.5.12.A.2, 2.6.12.A.2, 2.6.12.A.1)
- Demonstrate physiologically correct form and control when using and combining exercise skills in applied fitness settings. (2.5.12.A.1, 2.5.12.A.2)
- Demonstrate how equilibrium, rotation, and range of motion impact their performance in fitness program and physical activities. (2.5.12.A.1, 2.5.12.A.4)
- Evaluate the critical elements of a movement skill or skill combination and provide appropriate feedback. (2.6.12.A.4, 2.6.12.A.2)
- Discuss how the principles of force and motion impact the quality of movement when training in the weight room. (2.5.12.A.1, 2.5.12.A.3, 2.6.12.A.2)
- Analyze movement sequences for the proper use of body mechanics and suggest improvements. (2.5.12.A.4)
- Apply mental training strategies to enhance overall fitness performance. (2.5.12.B.2, 2.6.12.A.1)
- Demonstrate how fitness training and progression can enhance individual effectiveness. (2.5.12.B.3, 2.5.12.A.2)
- Analyze various training methods: circuit training, isotonic, isometric methods, and recommend strategies to improve ones performance. (2.5.12.C.1)
- Describe the rules of the weight room; proper weight selection, maintain equipment, to enhance safety and enjoyment. (2.5.12.C.2)
- Use fitness gram data from the computer program to evaluate and develop a personal fitness plan. (2.5.12.C.2, 2.5.12.A.5, 2.6.12.A.4))
- Analyze the positive and negative impact of technological advances on exercise, health and fitness. (2.5.12.C.3, 2.6.12.A.2)
- Describe ways to achieve a healthy body composition through healthy eating and physical activity. (2.5.12.C.3, 2.6.12.A.2)
Discuss and demonstrate how practice and regular participation can improve performance in lifetime activities and sports. (2.5.12.C.3,  2.6.12.A.1)
Discuss how performance-enhancing substances can affect physical training. (2.6.12.A.5, 2.6.12.A.4)
Identify the role of genetics, gender, age, nutrition, activity level and exercise type on body composition. (2.6.12.A.3)
Perform at the intensity level needed to enhance cardiovascular fitness, as determined by target heart rate, perceived exertion, and recovery heart rate.  (2.6.12.A.2,)

Interdisciplinary Standards (njcccs.org & Common Core Reading/Writing Standards)

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- **Standard 6.3 Active Citizenship in the 21st Century**
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- **Standard 8.2 Technology Education**
  All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

- **CCSS.ELA.RST.5**
  Analyze the structure of the relationships among concepts in a text, including relationships among key term.

**Activities:**

- **Weight Room**
  - Bench Press
  - Squats
  - Leg Curl
  - Leg Extension
  - Dumbbell Press
  - Chest Fly’s
  - Shoulder Press
  - Lateral Raises
  - Shrugs
  - Rowing
  - Lateral Pulldown
  - Back Extension
  - Deadlifts
  - Bicep Curls
  - Tricep Pressdown
  - Kickbacks
  - Forearm Extension and Curls
- Abdominal Workout
  - Crunches
  - Toe Touches
  - Bicycles
  - Pyramids
  - Side Crunches
  - Side Bends
  - V’s
  - Leg Raises

- Pilates
- Stability Ball Classes
- Body Bar Workouts
- Step Aerobics
- Kettle Bell Class

- Cardiovascular Workouts:
  - Jogging
  - Treadmills
  - Stationary Bikes
  - Elliptical Machines
  - Pacer Test

**Enrichment Activities:**

- N/A

**Methods of Assessments/Evaluation:**

- Preparation
- Participation
- Written work
- Sportsmanship
- Creativity
- Fitness Gram Test Scores
- Individual Fitness programs
- Teacher Observation- small and whole group
- Self-evaluation

**Resources/Including Online Resources**

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- [www.projectadventure.com](http://www.projectadventure.com)
- [www.pecentral.com](http://www.pecentral.com)
• www.jopher.com