

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Physical Education 9-12

Course Number: 000100, 000200, 000300, 000400

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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| <p>Course/Unit Title: Physical Education Unit: Physical Activity for Wellness: Online Modules</p> | <p>Unit Summary: Online learning is expanding as a legitimate modality for teaching and learning. Physical Activity for Wellness modules provides educators with a chance to expand, extend, and enhance physical activity opportunities in unforeseeable situations in which educators may have to teach remotely for long periods of time.</p> |
| <p>Grade Level(s): 9-12</p> | |
| <p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the difference between sedentary behavior and physical activity? 2. Why should I avoid being sedentary throughout my day? 3. How can meeting weekly PA engagement recommendations benefit me physically? 4. How can PA engagement benefit my psychological wellness? 5. How might the social ecology support or inhibit my PA engagement? 6. How can I overcome barriers to sustainable PA engagement throughout my life? 7. How can I use PA to improve my wellness throughout my life? | <p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Sedentary behavior is any waking behavior with minimal movement while physical activity is movement requiring skeletal muscular contraction resulting in energy expenditure. 2. High volumes of physical activity appear to remove the excess risk of all-cause mortality that is associated with high volumes of sedentary behavior. 3. Given the high levels of sitting and low levels of physical activity in our population, most people would benefit from both increasing physical activity and reducing time spent being sedentary. 4. Studies have shown that psychological benefits including improved cognition and reduced risk of depression are correlated with physical activity at a variety of intensities. 5. People such as family members, friends, teachers and healthcare professionals can provide social support and social influence on physical activity. 6. Seeking guidance from professionals, peers, and family members will help in finding ways to be more active. Replacing sedentary activities with movement options when available will also provide numerous opportunities for engagement on a daily basis. 7. Interrupting sedentary behavior every 30-minutes throughout most of the day, each day of the week improves on all three aspects of individual wellness. |

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**DESCRIBE THE LEARNING TARGETS.**

After each target, identify the NJSLS, New Jersey Student Learning Standards, that are applicable

| Learning Target | NJSLS |
|--|--------------------------|
| 1. SWBAT define sedentary behavior, physical activity, and exercise. | 1. HE.9-12.2.2.12.PF.1 |
| 2. Interrupt sedentary behavior every 30-minutes throughout most of the day. | 2. HE.9-12.2.1.12.PGD.1 |
| 3. List three (3) personal strategies you could use to help reduce being sedentary. | 3. HE.9-12.2.1.12.PGD.1 |
| 4. Describe PA recommendations for their age-group. | 4. HE.9-12.2.2.12.LF.3 |
| 5. Explain physical benefits of PA engagement. | 5. HE.9-12.2.2.12.PF.1 |
| 6. Create two (2) SMART goals for engaging in PA for physical benefits | 6. HE.9-12.2.2.12.PF.3 |
| 7. List personal strategies for increasing PA engagement to support the attainment of their SMART goals. | 7. HE.9-12.2.2.12.PF.3 |
| 8. Describe components of psychological wellness. | 8. HE.9-12.2.1.12.EH.1 |
| 9. Meet the weekly PA recommendations for their age-group, while trying to engage in a bout of low, moderate, and vigorous PA. | 9. HE.9-12.2.1.12.PGD.1 |
| 10. Identify physical activities that students find enjoyable. | HE.9-12.2.2.12.LF.3 |
| 11. Illustrate how students can use PA to positively impact their psychological wellness. | 10. HE.9-12.2.2.12.LF.1 |
| 12. Reflect on their psychological outcomes following bouts of low, moderate, and vigorous PA. | 11. HE.9-12.2.1.12.PGD.1 |
| 13. Describe the components of social ecology that can support or inhibit PA engagement. | HE.9-12.2.2.12.LF.5 |
| 14. Explain how the social ecological components influence personal PA engagement. | 12. HE.9-12.2.2.12.PF.1 |
| 15. List personal barriers to PA engagement. | HE.9-12.2.1.12.PGD.1 |
| 16. Identify personal external factors that could support PA engagement. | 13. HE.9-12.2.3.12.PS.8 |
| 17. List personal strategies for sustained engagement in PA. | 14. HE.9-12.2.3.12.PS.8 |
| 18. Reflect on their personal experiences following their engagement in individual, partner, and group PA. | HE.9-12.2.2.12.LF.4 |
| 19. Interpret differences in PA recommendations across the lifespan. | HE.9-12.2.2.12.LF.5 |
| 20. Describe strategies that support sustained PA engagement across the lifespan. | 15. HE.9-12.2.2.12.PF |
| | 16. HE.9-12.2.2.12.PF.4 |
| | 17. HE.9-12.2.1.12.PGD.1 |
| | HE.9-12.2.2.12.PF.5 |
| | 18. HE.9-12.2.2.12.LF.5 |
| | 19. HE.9-12.2.2.12.LF |
| | HE.9-12.2.2.12.LF.3 |
| | 20. HE.9-12.2.2.12.LF |
| | HE.9-12.2.2.12.LF.3 |

Inter-Disciplinary Connections:**Language Arts**

LA.11-12.SL.11-12.1.B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

LA.11-12.SL.11-12.1.C - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

LA.11-12.SL.11-12.1.D - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Science

SCI.9-12.5.1.12.D.a - [Content Statement] - Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.

SCI.9-12.5.1.12.D.1 - [Cumulative Progress Indicator] - Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences

SCI.9-12.5.2.12.E.b - [Content Statement] - Objects undergo different kinds of motion (translational, rotational, and vibrational).

CAEP.9.2.12.C.3 - [Standard] - Identify transferable career skills and design alternate career plans.

Students will engage with the following text:

No Text

Students will write:

Students will complete numerous cognitive assignments the coincide with the modules (see part III)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills?

I. Module 1: Defining Physical Activity

1. Identifying Key Terms
 - a. Sedentary Behavior
 - b. Lifestyle Activity
 - c. Exercise
2. Understanding “MET”
3. Describing & Identifying Natural Human Movement throughout the day
4. Creating Strategies to reduce Sedentary Behavior
5. Transforming strategies into S.M.A.R.T. Goals

II. Module 2: Physical Activity for Physical Wellness

1. Understanding Physical Activity Guidelines
2. Physical Activity Recommendations
 - a. Ages 6-17
 - b. Ages 18-64
3. Understanding Key Terms
 - a. Aerobic Activity
 - b. Muscle Strengthening Activities
 - c. Bone Strengthening Activities
4. Reducing the risk of injury or other negative consequences during Physical Activity
5. Recognizing the risk of Sedentary Behavior
6. Physical Health Benefits on Physical Activity

III. Module 3: Physical Activity for Psychological Wellness

1. Defining Psychological Wellness
 - a. Emotional Wellness
 - b. Intellectual Wellness
2. Recognizing the Psychological Benefits of Physical Activity
3. Identifying and understanding Key Terms
 - a. Cognition
 - b. Depressed Mood/Depression
4. Understanding how to self-evaluate the intensity of Physical Activity
 - a. RPE (rating of perceived exertion)

IV. Module 4: Physical Activity for Social Wellness

1. Defining Social Wellness by use of social roles
 - a. Student
 - b. Family Member
 - c. Friend
2. Utilizing effective forms of communication

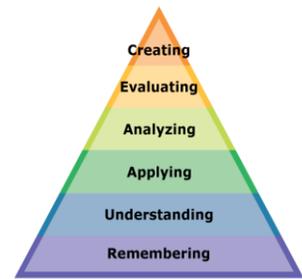
3. Identifying 5 types of social interaction in the 21st century
 - a. Non-individualized & Absent
 - b. Individualized & Absent
 - c. Auditory Virtual Presence
 - d. Visual Virtual Presence
 - e. Physical Presence
4. Understanding how the environment impacts social, psychological, and physical wellness
 - a. Environmental factors
 - Physical environment
 - Social environment
 - Psychological environment
5. Correlating increased social wellness to increased physical activity

V. Sustaining Physical Activity for a Lifetime

1. Understanding Socio Ecological Influences on Physical Activity
 - a. Individual
 - b. Relationships
 - c. Community
 - d. Society
2. Identifying the 3 basic needs of the Self-Determination Theory
 - a. Competence
 - b. Relatedness
 - c. Autonomy
 - Volitional Behavior
3. Recognizing barriers and developing strategies to increase or sustain Physical Activity
4. Analyzing Physical Activity throughout the Lifespan
5. Applying Physical Activity to improve overall wellness throughout life
 - a. Physical Wellness
 - b. Psychological Wellness
 - c. Social Wellness
 - d. Spiritual Wellness
 - e. Psychological Wellness

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.
IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

- Class discussion
- Exit tickets
- Teacher observations, individual conferences
- Class participation
- Peer and self-evaluations

Accommodations/Modifications:

- Provide clear directions and prompts for activities.
- Assist with organization.
- Offer extra explanations and alternative methods of examples for the daily activity.
- Provide assistance on an individual basis when needed.
- Modify the assignment to fit an individual's ability level

Summative Assessments:

- Creating and Implementing S.M.A.R.T. Goals
- Written Assessments following each Module

Accommodations/Modifications:

- Modify goals based on student's ability level
- Allow reference sheet for written assessments
- Differentiate by learning style

Performance Assessments:

- Weekly Activity Logs
- Self-Reflections throughout the unit
- Individualized physical activities

Accommodations/Modifications:

- Modify workouts based on student's ability level
 - Provide multiple options for physical activity
 - Differentiate activities based on student interest
- Individualize guided workouts