

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Physical Education**

**Course Number: 000100**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |  |
|---|--|
| <p><b>Course/Unit Title:</b> Physical Education<br/><b>Unit:</b> Cooperative Games &amp; Initiative Tasks</p>   | <p><b>Unit Summary:</b><br/>Team Building/Cooperative Games gives students the opportunity to discover how teamwork promotes cooperation and cohesiveness. The unit differs from the competitive games unit in that students are working together to accomplish a common goal, rather than against each other. Cooperative games involve various activities revolving around the ideas of teamwork, cooperation, leadership, risk-taking, problem solving and communication. Students utilize these skills while participating in various settings ranging from individual, small group and large group. These activities develop real-world skills that students will continue to apply throughout their lives.</p>   |
| <p><b>Grade Level(s):</b> 9</p>   |  |
| <p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. Why is it important to work with my peers instead of against them?</li> <li>2. How do I share my ideas with others to accomplish a goal?</li> <li>3. Why is it important to demonstrate responsible personal and social behaviors in physical activity settings?</li> <li>4. How does effective and appropriate movement affect wellness?</li> <li>5. To what extent does strategy influence performance in cooperative games and activities?</li> <li>6. Why is it important to establish leadership roles when working in groups?</li> </ol> | <p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Working together towards a common goal with individuals of different abilities and backgrounds develops and reinforces an individual's values.</li> <li>2. Effective communication is the basis for strengthening interpersonal interactions and relationships and resolving conflicts.</li> <li>3. Rules, regulations, and policies regarding behavior provide a common framework that supports a safe, welcoming environment.</li> <li>4. Developing competence and confidence in gross and fine motor skills provides a foundation for participation in physical activities.</li> <li>5. Implementing a variety of cooperative and mental strategies is necessary for all students to be successful in challenging situations.</li> <li>6. Leadership roles help unite group members in working towards a common goal, keeping them motivated, diffusing conflict, and ultimately delivering success.</li> </ol> |

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target</u>   | <u>NJCCCS or CCS</u>   |
|--|--|
| 1. Describe qualities that will enable one to find success when working with a group to accomplish a given task.                           | 1.HPE.2.5.12.B.2   |
| 2. Identify the role effective communication and working well in a group setting plays throughout a person's adult-life.                   | 2.HPE.2.2.12.A.1   |
| 3. Demonstrate an understanding of the cooperative activity through active participation and involvement in the given activity/task.       | 3. HPE.2.5.12.B.1  |
| 4. Apply appropriate strategies to enable the group to be successful during each activity.   | 4. HPE.2.5.12.B.2<br>HPE.2.5.12.B.3  |
| 5. Practice using a variety of motivational techniques to increase the effectiveness of the group.   | 5. HPE.2.5.12.B.3  |
| 6. Analyze their own personal roles in the group and apply that role to enhance the effectiveness of the group.                            | 6. HPE.2.5.12.C.1<br>HPE.2.5.12.B.3  |
| 7. Examine the impact of the skills employed during the unit outside the classroom.  | 7. HPE.2.5.12.C.3<br>HPE.2.2.12.C.2  |
| 8. Create a strategy that will enable the group to be successful in a given task/activity.   | HPE.2.2.12.A.1   |
| 9. Evaluate individual/peer/group performance in a given activity, in particular what aspects added or detracted from the group's success. | 8. HPE.2.5.12.B.1<br>HPE.2.5.12.C.2  |
| 10. Assess individual participation and leadership throughout the cooperative games unit by completing self and peer evaluations.          | 9. HPE.2.5.12.B.3<br>HPE.2.5.12.C.1<br>10.HPE.2.5.12.B.3<br>HPE.2.5.12.C.1 |

### 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.a** - [Content Statement] - The motion of an object can be described by its position and velocity as functions of time and by its average speed and average acceleration during intervals of time.

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

**SCI.9-12.5.2.12.E.c** - [Content Statement] - *The motion of an object changes only when a net force is applied*  
**SCI.9-12.5.2.12.E.4** - [Cumulative Progress Indicator] - *Measure and describe the relationship between the force acting on an object and the resulting acceleration.*  
**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 evaluate their own performance along with their peers daily by completing a self-evaluation log

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

**I. Speed Line Up**

1. Introduction: An introductory activity, students will line up sequentially using a number of sequences without any verbalization. Use the following variations:
  - a. Shortest to tallest
  - b. Youngest to oldest
  - c. Birthdays (January to December)
2. Students will demonstrate an understanding of the activity through active participation in the task.
3. Debrief: students will analyze the performance of the class and discuss ways to be more effective/successful. Communication (verbal/non-verbal) will be addressed here.
4. Optional Additional Activity: Blindfold students and assign each student a number. Students must line up sequentially without any sight or verbal cues.

**II. Electric Grid**

1. Introduction: The first exercise where communication is essential to group success, students must work as a group to navigate their way through a grid. To complete the task, students must follow the guidelines as follows:
  - a. One person starts by attempting to step on the correct first block. If they are correct, they may attempt a second block, continuing until they step on an incorrect block, ending their turn and going to the end of the line.
  - b. Each person follows attempting to go further through the grid until one person finally

exits.

- c. Once that person exits, they may not return to the line to help the group.
2. Students will demonstrate an understanding of the activity through active participation in the task.
3. Debrief: Students will analyze the performance of the class and discuss ways to be more effective/successful. A peer evaluation will highlight the positive qualities shown by members of the group that led to a successful task. This activity shows advanced communication in that members of a group must communicate not only by speaking, but listening to what each member of the group discovers. The following questions can be used to facilitate discussion:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it differently next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
  - j. How can you use what you learned today at home? Work? With friends?
4. Optional Additional Activity: The electric grid can be performed non-verbally. Students cannot discuss their findings with the group but must seek other ways to communicate.

### **III. Fastball**

1. Introduction: Fastball is one of a few tasks that is very easy to accomplish, but very difficult to accomplish well. Organization, leadership, and communication are the focus of this initiative task. The group must discover a means of moving a large ball from start line to end line (usually the length of the gymnasium) as fast as possible while adhering to the following guidelines:
  - a. The ball can never touch the ground/floor or the team must restart
  - b. No student may hold the ball
  - c. All members of the group must contact the ball at least once.
  - d. One person cannot contact the ball two times in a row.
2. Students will demonstrate an understanding of the activity through active participation in the task.
3. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it differently next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?

- j. How can you use what you learned today at home? Work? With friends?

#### **IV. Team Jump Rope**

1. Introduction: Using their developing communication skills, students must jump through a continuously swinging jump rope while adhering to the following guidelines:
  - a. Students must jump through in order until all students have completed the task
  - b. Only one student may jump per rotation of the jump rope
  - c. A student must pass through during each rotation of the rope. Failure to continuously jump will result in the class restarting.
2. Students will demonstrate an understanding of the activity through active participation in the task.
3. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
  - j. How can you use what you learned today at home? Work? With friends?

#### **V. All Aboard**

1. Introduction: The first real physical test that involves students working as a cohesive unit while maintaining effective communication, students are tasked with establishing themselves on top of a platform. The guidelines are as follows:
  - a. The entire group must be on top of the platform without any body part touching the floor.
  - b. Once the group is established on the platform, they must hold that position for 10 seconds.
2. Students will demonstrate an understanding of the activity through active participation in the task. The task requires all students to participate in order to be successful.
3. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?

- j. How can you use what you learned today at home? Work? With friends?
4. Modifications: In large classes, it may not be possible to get all students onto the platform. The task can be modified so that a certain number of students must establish themselves on the platform, or simply add another platform

## **VI. Flying Carpet**

1. Introduction: A continuation in physical and mental tasks, the group must transport a gymnastic mat from one point to the other using the following guidelines:
  - a. All students must be standing with both feet on one or more gymnastic mats.
  - b. While positioned on the mat, the group must create a method of motion to move their mat from a starting point to a finishing point as fast as possible.
  - c. No one may touch the floor with any part of their body, touching the floor will reset the activity at the starting point.
2. Students will demonstrate an understanding of the activity through active participation in the task. The task requires all students to participate in order to be successful.
3. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
  - j. How can you use what you learned today at home? Work? With friends?

## **VII. Stepping Stones**

1. Introduction: The focus of this task is problem solving, where the group must work together to get from one point to another. This task involves communication and cooperation at a new level, as there are many possible solutions to solving the task which often breeds individuality. The objective is to move the entire group across a “swamp” from one side to the other without touching the ground. The group is given a number of props (poly spots, short boards, etc.) to help them accomplish the task. If a person touches the floor, the entire group must start over.
2. Students will demonstrate an understanding of the activity through active participation in the task. The task requires all students to participate in order to be successful.
3. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?

- g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
4. Modifications: The difficulty of this task can be modified to fit individual group's abilities. The addition or subtraction of props that the group can use will greatly modify the difficulty. In addition, modifications can be made to the rules allowing any individual who touches the floor to restart, rather than restarting the whole group.

#### **VIII. Electric Fence**

1. Introduction: Electric Fence is the first low element of the unit. Low elements introduce trust to the group, and are usually added once a base of activities has been established. The objective is to move the entire group from one side of the "electric fence" to the other without touching it. The task utilizes the high jump bar/mat. The group must adhere to the following rules:
  - a. No one can touch the fence at any point.
  - b. If the bar is touched, the entire group must start over.
  - c. Once someone passes to the other side, they cannot return.
2. Safety: Low elements pose a safety threat as students often leave the ground in compromising positions. Be sure to use safety equipment and inform students that any unsafe practices, however effective they are, will not be permitted.
3. Students will demonstrate an understanding of the activity through active participation in the task. The task requires all students to participate in order to be successful.
4. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
5. Modifications: The difficulty of this task can be modified to fit individual group's abilities. The height of the bar directly determines the difficulty of the task. Individuals who might be too large to make it over the bar may serve as safety coordinators or spotters so they may still participate in the group activity and not take away from the group's success.

#### **IX. Spider Web**

1. Introduction: The spider web is one of the most difficult tasks in the cooperative games and should only be performed with classes who have had success in a number of the previous tasks. A follow up to the "electric fence" this task challenges students to get all members through a "spider web" type of rope maze while following the criteria below:
  - a. One person passes through at a time.
  - b. An opening can be used one time only.
  - c. No one can touch any part of the web at any time.

2. Safety: Low elements pose a safety threat as students often leave the ground in compromising positions. Be sure to use safety equipment and inform students that any unsafe practices, however effective they are, will not be permitted.
3. Students will demonstrate an understanding of the activity through active participation in the task. The task requires all students to participate in order to be successful.
4. Debrief: Students will evaluate their own performance as well as the performance of the group during the group discussion and self-evaluation. Group discussion questions to pose:
  - a. How well did you communicate?
  - b. Did everyone clearly understand the solution?
  - c. How did you discuss, plan, and carry out your solution?
  - d. How would you do it different next time?
  - e. How did you account for all group members in achieving your goal?
  - f. How did you feel about your group members prior to the activity? What about now?
  - g. At what point did you feel that you would make it?
  - h. Who was the leader (s)? How did they become the leader?
  - i. Were you afraid at any time? How did you deal with your fear?
5. Modifications: The difficulty of this task can be modified to fit individual group's abilities. The complexity of the web is determined by the facilitator, and the openings of the web can be altered depending on the abilities. of the class.

## 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:

Pre-test  
 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 rules to fit student's ability level.

**Summative Assessments:**

-Culminating Activity  
-Post Test

**Accommodations/Modifications:**

-Modify rubrics based on student's ability level  
-Group by ability  
-Group by interest  
-Peer Coaching  
-Differentiate activities  
-Differentiate by learning style  
-Individualize guided practice

**Performance Assessments:**

-Teacher Evaluation using rubric  
-Self-evaluation using rubric  
-Peer Evaluation using rubric

**Accommodations/Modifications:**

-Modify rubrics based on student's ability level  
-Group by ability  
-Group by interest  
-Peer Coaching  
-Differentiate activities  
-Differentiate by learning style  
-Individualize guided practice

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**Course Name: Physical Education**

**Course Number: 000100**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|   |  |
|---|--|
| <p><b>Course/Unit Title:</b> Physical Education<br/><b>Unit Fitness</b></p>   | <p><b>Unit Summary:</b><br/>The fitness unit will teach the importance of physical activity as a lifelong commitment for increased health, enjoyment, challenges, self-expression, and social interaction. The students will gain knowledge of current fitness activities that will help increase their overall fitness levels. Students will compare the short and long term impact on wellness with physical activities and compare and contrast the impact of health-related fitness components as a measure of fitness and health. The fitness unit will provide an understanding of the components of fitness including cardiovascular endurance, flexibility, muscular strength and endurance, and body composition. Students will connect age, gender, genetics, and body composition with personal wellness and design and implement an effective personal wellness plan. Students will learn how to properly use various forms of fitness equipment and acquire the knowledge of different body weight exercises. The fitness unit will introduce the students to various fitness activities including but not limited to yoga, kickboxing, CrossFit, circuit training, spin, and walking. In the end, this fitness unit will help each student develop the skill, knowledge, opportunity, and motivation to remain fit for life.</p> |
| <p><b>Grade Level(s):</b><br/>9<sup>th</sup></p>  |  |
| <p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How much exercise is needed to get/stay physically fit?</li> <li>2. Will I be able to learn the basics of a physical fitness program?</li> <li>3. How can you challenge yourself in the future?</li> <li>4. Why is exercise important?</li> <li>5. How do I perform bodyweight exercises properly?</li> <li>6. What factors should be considered when designing a</li> </ol> | <p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Achieving and maintaining fitness requires age appropriate intensity, duration, and frequency of exercise.</li> <li>2. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.</li> <li>3. Students can determine their strengths and weaknesses for determining short and long-term fitness goals.</li> <li>4. It is important to get exercise daily for health, enjoyment and social interaction.</li> <li>5. Performing fitness exercises in a technically correct manner will protect against injury and improve performance and results.</li> <li>6. Students can consider their age, gender, genetics, and body composition when designing their personal fitness plan.</li> </ol>   |

|   |  |
|---|--|
| personal wellness plan?   |  |
| 7. Why is flexibility important?  | 7. Flexibility requires less energy to move through a greater range of motion. This decreases your overall risk of injury and increases physical performance as well.  |
| 8. How can yoga, CrossFit, kickboxing, and weight training improve my fitness levels, coordination, and confidence? | 8. All of these activities promote some sort of cardiovascular endurance. Your coordination and confidence are improved by consistently working at the different skills that coincide with each activity.  |
| 9. How can walking/jogging, spin, and cardio exercises increase my cardiovascular endurance?                        | 9. Not only can these fitness activities increase your cardiovascular endurance, but they also help to build healthy habits, promotes teamwork, has several life-long benefits (commitment, dedication, discipline), and has several psychological benefits as well. |

## **PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

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**After each target, identify the NJCCCS or Common Core Standards that are applicable**

| <b><u>Learning Target</u></b>   | <b><u>NJCCCS or CCS</u></b> |
|---|-----------------------------|
| <b>1. Students will be able to compare and contrast the impact of health-related fitness components as a measure of fitness and health.</b>                         | <b>1. 2.5.12A.3</b>         |
| <b>2. Students will be able to critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient and effective.</b> | <b>2. 2.5.12.A.4</b>        |
| <b>3. Students will be able to take personal responsibility to develop and maintain physical activity levels.</b>   | <b>3. 2.6.12.A.1</b>        |
| <b>4. Students will be able to compare the short and long term impact on wellness associated with physical inactivity.</b>  | <b>4. 2.6.12.A.2</b>        |
| <b>5. Students will be able to design, implement and evaluate a fitness plan that reflects their knowledge and application of fitness-training principles.</b>      | <b>5. 2.6.12.A.3</b>        |
| <b>6. Students will be able to determine the role of genetics, gender, age, nutrition, and activity level and exercise type on body composition.</b>                | <b>6. 2.6.12.A.4</b>        |
| <b>7. Students will be able to develop the skills, knowledge, and motivation to stay fit for life.</b>  | <b>7. 2.6.12.A.CS1</b>      |

## 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.

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**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.HS-PS2-2** - [Performance Expectation] - Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

**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

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**SCI.9-12.5.2.12.E.c** - [Content Statement] - The motion of an object changes only when a net force is applied

**SCI.9-12.5.2.12.E.4** - [Cumulative Progress Indicator] - Measure and describe the relationship between the force acting on an object and the resulting acceleration.

### **Technology**

**TECH.8.1.12.A.CS1** - [Content Statement] - Understand and use technology systems.

**TECH.8.1.12.B.CS1** - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.D.CS2** - [Content Statement] - Demonstrate personal responsibility for lifelong learning.

**TECH.8.1.12.E.CS2** - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS2** - [Content Statement] - Plan and manage activities to develop a solution or complete a project.

**TECH.8.2.12.C.2** - [Cumulative Progress Indicator] - Analyze a product and how it has changed or might change over time to meet human needs and wants.

### **Career Planning**

**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 used\*\***

**Students will write or fill out:**

Personal fitness logs (journals)  
Weight Room logs  
Pedometer logs for track  
Progress journals for yoga/pilates etc.  
CrossFit completion sheets

**PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

**Suggested activities are listed, but not limited to:**

**I. Walk/Run on Track**

- Running is an effective way to increase your cardiovascular fitness, lose weight, and even reverse bone loss. In addition to these benefits, running track promotes competition and encourages you to improve your running ability while promoting teamwork.

**II. CrossFit**

- CrossFit workouts incorporate elements from high-intensity interval training, calisthenics, and other exercises. Students will complete “WODs” which are workouts of the day.

**III. Yoga**

- Yoga helps students see the beauty and light within themselves, thereby boosting their self-confidence, allowing them to feel more comfortable with their bodies, and helping them get in touch with who they are inside. This teaches mindfulness and relaxation while having them develop essential skills for a lifetime of health and wellness in the mind, body, and spirit.

**IV. Kickboxing**

- Kickboxing is a group of stand-up combat sports based on kicking and punching. Developed from Karate and Muay Thai. Kickboxing is practiced for self-defense, general fitness, or as a contact sport.

**V. Circuit Training**

- Circuit training is a form of body conditioning or resistance training using high-intensity aerobics. It targets strength building or muscular endurance. An exercise "circuit" is one completion of all prescribed exercises in the program. These exercises can be done in the weight room or in the gym with specific equipment.

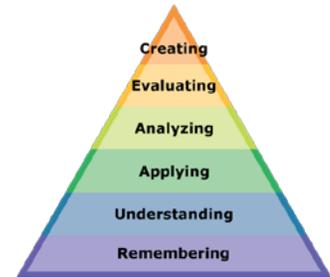
**VI. Dance**

- Dancing can be a way to stay fit for people of all ages, shapes and sizes. It has a wide range of physical, and mental benefits including: improved condition of your heart and lungs, increased muscular strength, endurance and motor fitness, increased aerobic fitness, improved muscle tone and strength, weight management, stronger bones and reduced risk of osteoporosis, better coordination, agility and flexibility, improved balance and spatial awareness, increased physical confidence, improved mental functioning,

improved general and psychological wellbeing, greater self-confidence and self-esteem, and better social skills. Most forms of dance may be considered an aerobic exercise and as such reduce the risk of cardiovascular disease, help weight control, stress reduction, and bring about other benefits commonly associated with physical fitness. Dances Zumba, cardio dance, jazzercise, etc.

## **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:**

Pre-Test  
Exit Tickets  
Participation and observation  
Peer/self-evaluation  
Preparation

### **Accommodations/Modifications:**

Extended time testing  
Modifications to equipment, skills, or rules

### **Summative Assessments:**

Participation/preparation using department rubric  
Written Assessment  
Skill Assessment  
Fitness Assessments

### **Accommodations/Modifications:**

Extended time testing  
Modifications to requirements or rules of unit

**Performance Assessments:**

Teacher Evaluation using rubric  
Self-evaluation using rubric  
Peer Evaluation using rubric

**Accommodations/Modifications:**

The Physical Education Department would follow any IEPs and 504 plans in order to make any necessary accommodations. This could include: One on One instruction, providing written directions, modifying worksheets, etc.

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Physical Education**

**Course Number:000100**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

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| <p><b>Course/Unit Title:</b> Physical Education<br/><b>Unit:</b> Individual and Dual Sport</p>   | <p><b>Unit Summary:</b><br/>In the individual and dual sports unit students will have an opportunity to develop a basic understanding and appreciation for activities that can be played individually or with a partner. Students will demonstrate physical skills needed in a game including agility, reaction time, coordination. On a cognitive level, it allows students to demonstrate knowledge of the rules, strategy, sportsmanship and teamwork in dual player situations. Students will understand how individual sports will keep them active throughout their lifetime and they can perform them without the need of team members. They will realize the benefits of exercise and how important it should be in their daily lives. Although they will be performing individual skills they will also learn how to cooperatively work with others. Students can also practice their skills by themselves. Activities include, but are not limited to: tennis, pickleball, eclipse ball, badminton, golf, ladder golf, bean bag toss/baggo, washers, lawn darts, and can jam.</p>  |
| <p><b>Grade Level(s):</b><br/>9<sup>th</sup></p>   |  |
| <p><b>Essential Question(s):</b><br/>1. How can I be successful at an individual sport?<br/>2. What skills are necessary to be able to compete in a dual sport game?<br/>3. How do dual sports increase cardiovascular endurance?<br/>4. How does participating in healthy activities make me a better person?<br/>5. How does effective and appropriate movement affect wellness?<br/>6. Why do I have to understand concepts of movement when I can already perform the movement?<br/>7. To what extent does strategy influence performance in competitive games and activities?<br/>8. Why do I have to show good</p> | <p><b>Enduring Understanding(s):</b><br/>1. Participation in an individual sport can be done throughout life.<br/>2. Successful participation in dual sport games requires a repertoire of acquired skills.<br/>3. Engaging in Individual/dual sports at both the recreational and competitive levels provide many health benefits in the areas of cardiovascular by increasing game intensity and in turn, heart rate.<br/>4. Students will understand that lifetime activities provide opportunities for healthful, social interaction, and development of problem solving, and communication skills. Students will understand that safely and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle.<br/>5. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.<br/>6. 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.<br/>7. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.<br/>8. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and</p> |

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| sportsmanship and follow the rules when others do not? | commitment to sportsmanship, rules and safety guidelines. |
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## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

| <u>Learning Target:</u>  | <u>NJCCCS or CCS</u>     |
|--|--------------------------|
| <b><u>Racquet sports (Including but not limited to: Tennis, pickleball, paddleball, eclipse ball)</u></b>                              | 1. 2.5.12.A.C S1         |
| 1. Students will practice the skill of the forehand volley with partner and in a doubles set, both without a net and over a net.       | 2. 2.5.12.A.C S1         |
| 2. Students will practice the skill of the backhand volley with partner and in a group, both without a net and over a net.             | 3. 2.5.12.A.C S1         |
| 3. Students will practice the skill of serving (overhead) with partner and in a group, both without a net and over a net.              | 4. 2.5.12.A.C S1         |
| 4. Students will practice the skill of smash over a net with proper technique.   | 5. 2.5. 6.C.2, 2.5.4.C.2 |
| 5. Students will explain the rules and importance of teamwork when playing a game.   | 6.2.5.2.B.2, 2.5.12.B.1  |
| 6. Students will demonstrate an understanding of proper rotation of serving and which areas are appropriate to serve to on the courts. | 7. 2.5.6.B.1, 2.5.6.B.2  |
| 7. Students will understand the nuances of Singles and Doubles scoring systems.  | 8. 2.5.12.A.C S1         |
| 8. Students will develop the technique of the hair pen and deep lob shots in Badminton.  | 9. 2.5.12.A.C S1         |
| 9. In eclipse ball, students will use skills previously learned in volleyball, tennis, and badminton.                                  |                          |
| <b><u>Golf:</u></b>  | 1. 2.5.12.A.C S1         |
| 1. Students will demonstrate a full swing in golf by using an overlap, interlocking, and full-finger grip.                             | 2. 2.5.12.A.C S1         |
| 2. Students will identify and perform the chip, putt, and pitch using proper form.   | 3. 2.5.12.B.C S1;        |
| 3. Students will display an understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf.      | 2.5.12.C. 1; 2.5.12.C.2; |
| 4. Students will be able to apply appropriate force and motion for accuracy in modified golf game play.                                | 2.5.12.C.C S1            |
|  | 4. 2.5.12.B.1;           |
|  | 2.5.12.B.2; 2.5.12.B.C   |
|  | S1                       |
| <b><u>Backyard Games:</u></b>  | 1. 2.5.12.B.C S1;        |
| 1. Understand and be able to follow safety guidelines during individual and dual   | 2.5.12.C. 1; 2.5.12.C.2; |
|  | 2.5.12.C.C S1            |

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| <p>sports to ensure organized and well-mannered play. 2.5.12.A.1</p> <p><b>2.</b> Have the opportunity to develop a basic understanding and appreciation for individual and dual sports as a means of fitness and lifetime activity</p> <p><b>3.</b> Demonstrate the skills to properly serve and perform the forehand and backhand technique.</p> <p><b>4.</b> Demonstrate the knowledge of the rules and the ability to apply those rules during skill development and games.</p> <p><b>5.</b> Demonstrate sportsmanship throughout game situations.</p> <p><b>6.</b> Develop awareness for the skill related fitness components of eye-hand coordination, reaction time, and power.</p> <p><b>7.</b> Demonstrate offensive and defensive strategies in the doubles format of racquet sports</p> <p><b>8.</b> Demonstrate knowledge of scoring and boundaries in a variety of racquet sports</p> <p><b>9.</b> Demonstrate the ability to throw a bean bag, washer, lawn dart or ladder golf ball with an underhand toss.</p> <p><b>10.</b> Understand the rules and regulations of backyard games</p> <p><b>11.</b> Demonstrate how to properly complete an underhand throw with accuracy.</p> <p><b>12.</b> Demonstrate proper technique when throwing a Frisbee.</p> <p><b>13.</b> Applying force and motion in a variety of backyard games to create accuracy at targets.</p> | <p><b>2.</b> 2.5.12. A.1</p> <p><b>3.</b> 2.5.12. A.2.</p> <p><b>4.</b> 2.5.12.B.1;<br/>2.5.12.B.C. S1;<br/>2.5.12.B.2</p> <p><b>5.</b> 2.5.12.C.1;<br/>2.5.12.C.C S1;<br/>2.5.12.C.2</p> <p><b>6.</b> 2.5.12.A.2</p> <p><b>7.</b> 2.5.12.B.1;<br/>2.5.12.B.2; 2.5.12.B.C S1</p> <p><b>8.</b> 2.5.12.C.C. S1</p> <p><b>9.</b> 2.5.12.A.C S1</p> <p><b>10.</b> 2.5.12.C.C S1</p> <p><b>11.</b> 2.5.12.A.C.S1</p> <p><b>12.</b> 2.5.12.A.C.S1</p> <p><b>13.</b> 2.5.12.A.2</p> |
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### **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.HS-PS2-2** - [Performance Expectation] - Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.

**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.a** - [Content Statement] - The motion of an object can be described by its position and velocity as functions of time and by its average speed and average acceleration during intervals of time.

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

rotational, and vibrational).

**SCI.9-12.5.2.12.E.c** - [Content Statement] - The motion of an object changes only when a net force is applied

**SCI.9-12.5.2.12.E.4** - [Cumulative Progress Indicator] - Measure and describe the relationship between the force acting on an object and the

#### **Technology**

**TECH.8.1.12.B.CS1** - [Content Statement] - Apply existing knowledge to generate new ideas, products, or processes.

**TECH.8.1.12.D.CS2** - [Content Statement] - Demonstrate personal responsibility for lifelong learning.

**TECH.8.1.12.E.CS2** - [Content Statement] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

**TECH.8.1.12.F.CS2** - [Content Statement] - Plan and manage activities to develop a solution or complete a project.

**TECH.8.2.12.C.2** - [Cumulative Progress Indicator] - Analyze a product and how it has changed or might change over time to meet human needs and wants.

#### **Career Planning**

**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 used\*\***

#### **Students will write:**

- As a class, students will create a list of all rules and regulations for a variety of individual and dual sports.
- Score cards for individual and dual sports tournament style games
- Brackets for tournaments
- Record charts
- Exit tickets
- Assessments for individual and dual sports

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **How will students uncover content and build skills?**

**\*See attached activity progression chart\***

## **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:**

Pre-Test  
Exit Tickets  
Participation and observation using department rubric  
Peer/self-evaluation  
Preparation using the department rubric  
Rubrics

### **Accommodations/Modifications:**

Extended testing time/Rewording of test questions  
Read test aloud  
Modifications to equipment, skills, or rules.

### **Summative Assessments:**

Post-test  
Tournament play

### **Accommodations/Modifications:**

Extended testing time/Rewording of test questions  
Read test aloud  
Modifications to equipment, skills, or rules.

### **Performance Assessments:**

Teacher Evaluation using rubric  
Self-evaluation using rubric  
Peer Evaluation using rubric

**Accommodations/Modifications:**

**Extended testing time/Rewording of test questions**

**Read test aloud**

**Modifications to equipment, skills, or rules.**

**Individual accommodations/modifications will be made as needed in accordance with individual student's IEPs and 504 plans**

# Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

**Course Name: Physical Education**

**Course Number: 000100**

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

|  |   |
|--|---|
| <p><b>Course/Unit Title:</b> Physical Education<br/><b>Unit:</b> Team Sports/Games</p>   | <p><b>Unit Summary:</b><br/>This unit provides the students with a basic understanding and appreciation for <b>team sports</b>. Students will develop skills and techniques through a combination of drills and fitness components that will demonstrate their knowledge of rules and team strategy. Students will achieve their goal by demonstrating physical skills needed to effectively participate in game situations, such as; throwing, catching, mirroring, hand eye coordination, agility, reaction time, and cardiovascular fitness. On a cognitive level, it allows students to demonstrate knowledge of the rules of the game, the importance of team play, invasion strategy, and sportsmanship.</p>  |
| <p><b>Grade Level(s):</b><br/>9<sup>th</sup></p>   |   |
| <p><b>Essential Question(s):</b></p> <ol style="list-style-type: none"> <li>1. How does effective and appropriate movement affect wellness?</li> <li>2. How can participation in a team sport help everyday life?</li> <li>3. What skills are necessary to be able to compete in a team sport?</li> <li>4. How does participating in healthy activities make me a better person?</li> <li>5. Why do I have to show good sportsmanship and follow the rules?</li> <li>6. Why do I have to understand concepts of movement when I can already perform the movement?</li> <li>7. To what extent does strategy influence performance in competitive games and activities?</li> </ol> | <p><b>Enduring Understanding(s):</b></p> <ol style="list-style-type: none"> <li>1. Performing movement in a technically correct manner improves overall performance, and increases the likelihood of participation in lifelong physical activity.</li> <li>2. Skills learned from participation in a team sport can be used throughout life.</li> <li>3. Successful participation in team sports require a repertoire of acquired skills.</li> <li>4. Students will understand that lifetime activities provide opportunities for healthy movement, social interaction, development of problem solving techniques, and communication skills.</li> <li>5. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and commitment to sportsmanship, rules, and safety guidelines.</li> <li>6. Knowing and understanding concepts of movement will improve performance in specific skills, and provide the foundation for the transfer of skills to other sports and activities.</li> <li>7. Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations.</li> <li>8. Transitioning from offense to defense will increase the body's' oxygen intake, and improve cardiovascular endurance.</li> </ol> |

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| <p><b>8. How do team sports increase cardiovascular and muscular endurance?</b></p> |  |
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**PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES**

**DESCRIBE THE LEARNING TARGETS.**

**After each target, identify the NJCCCS or Common Core Standards that are applicable**

| <u>Learning Target</u>  | <u>NJCCCS or CCS</u>   |
|---|--|
| <p><b><u>Flag Football</u></b></p> <p>1. Demonstrate the proper technique for throwing and catching a football.</p> <p>2. Understand and follow safety guidelines during a football game to ensure organized and well-mannered play.</p> <p>3. Demonstrate proper sportsmanship throughout game situations.</p> <p>4. Develop awareness for the skill related fitness components of hand-eye coordination, reaction time, and power.</p> <p>5. Creating offensive strategy through the development different strategic plays.</p> <p>6. Demonstrate the knowledge of the rules and the ability to apply those rules during skill development and games.</p> <p>7. Demonstrate knowledge of scoring and boundaries in the game of Football.</p> <p>8. Demonstrate basic man to man zone coverage skills on defense.</p> <p>9. Demonstrate spatial awareness with route running and finding open areas.</p>   | <p><b>1.</b> 2.5.12.A.C S1</p> <p><b>2.</b> 2.5.12.B.C S1;<br/>2.5.12.C.1;2.5.12.C.2;<br/>2.5.12.C.C S1</p> <p><b>3.</b> 2.5.12.C.1;<br/>2.5.12.C.C S1;<br/>2.5.12.C.2</p> <p><b>4.</b> 2.5.12.A.2</p> <p><b>5.</b> 2.5.12.B.1;<br/>2.5.12.B.C. S1;<br/>2.5.12.B.2</p> <p><b>6.</b> 2.5.12.C.C. S1</p> <p><b>7.</b> 2.5.12.C.C. S1</p> <p><b>8.</b> 2.5.12.B.2</p> <p><b>9.</b> 2.5.12.B.2</p> |
| <p><b><u>Lacrosse</u></b></p> <p>1. Demonstrate the skill of cradling (side to side; up and down) while participating in building activities and game situations.</p> <p>2. Demonstrate the skill of passing (underhand and overhead) while participating in skill building activities and game situations.</p> <p>3. Demonstrate the skill of shooting while participating in skill building activities and game situations.</p> <p>4. Demonstrate proper sportsmanship throughout game situations.</p> <p>5. Creating offensive strategy through the development of different strategic plays.</p> <p>6. Develop awareness of the skills related to fitness components of agility, speed, reaction time, power, and coordination.</p> <p>7. Apply defensive strategies in game situations.</p> <p>8. Demonstrate knowledge and understanding of the rules of the game while participating in a lacrosse game.</p> <p>9. Understand and be able to follow safety guidelines during a lacrosse game to ensure organized and well-mannered play.</p> | <p><b>1.</b> 2.5.12.A.C S1</p> <p><b>2.</b> 2.5.12.A.C S1</p> <p><b>3.</b> 2.5.12.A.C S1</p> <p><b>4.</b> 2.5.12.C.C<br/>S1;2.5.12.C.1;<br/>2.5.12.C.2</p> <p><b>5.</b> 2.5.12.B.1;<br/>2.5.12.B.2; 2.5.12.B.C<br/>S1</p> <p><b>6.</b> 2.5.12.A.2</p> <p><b>7.</b> 2.5.12.B.1;<br/>2.5.12.B.2; 2.5.12.B.C<br/>S1</p> <p><b>8.</b> 2.5.12.C.C S1</p> <p><b>9.</b> 2.5.12.B.C S1;</p>            |

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| <p><b>10. Demonstrate knowledge of scoring and boundaries in the game of lacrosse.</b></p>  | <p>2.5.12.C. 1; 2.5.12.C.2;<br/>2.5.12.C.C S1<br/><b>10.</b> 2.5.12.C.C S1</p> |
| <p><b><u>Basketball</u></b></p>   |  |
| <p><b>1. Demonstrate the skill of dribbling (dominate hand) while participating in building activities and game situations.</b></p>                                 | <p><b>1.</b> 2.5.12.A.C S1</p>   |
| <p><b>2. Demonstrate the skill of passing (bounce, chest, overhead) while participating in skill building activities and game situations.</b></p>                   | <p><b>2.</b> 2.5.12.A.C. S1</p>  |
| <p><b>3. Demonstrating the skill of shooting (lay-up, free throw, jump shot) while participating in skill building activities and game situations.</b></p>          | <p><b>3.</b> 2.5.12.A.C S1</p>   |
| <p><b>4. Demonstrate knowledge and understanding of the rules of the game while participating in a basketball game situation.</b></p>                               | <p><b>4.</b> 2.5.12.C.C S1</p>   |
| <p><b>5. Demonstrate sportsmanship throughout game situations.</b></p>  | <p><b>5.</b> 2.5.12.C.C</p>  |
| <p><b>6. Develop awareness of the skills related to fitness components of agility, speed, reaction time, power, and coordination.</b></p>                           | <p>S1;2.5.12.C.1;<br/>2.5.12.C.2</p>   |
| <p><b>7. Creating offensive strategy through the development of different strategic plays.</b></p>  | <p><b>6.</b> 2.5.12.A.2</p>  |
| <p><b>8. Apply defensive strategies in game situations.</b></p>   | <p><b>7.</b> 2.5.12.B.1;</p>   |
| <p><b>9. Understand and be able to follow safety guidelines during a basketball game to ensure organized and well-mannered play.</b></p>                            | <p>2.5.12.B.2; 2.5.12.B.C S1</p>   |
| <p><b>10. Demonstrate knowledge of scoring and boundaries in the game of basketball.</b></p>  | <p><b>8.</b> 2.5.12.B.1;<br/>2.5.12.B.2; 2.5.12.B.C S1</p>                     |
| <p><b><u>Ultimate Frisbee</u></b></p>   |  |
| <p><b>1. Demonstrate the skill of throwing a Frisbee (dominate hand)) with proper technique and accuracy.</b></p>   | <p><b>1.</b> 2.5.12.A.C.S1</p>   |
| <p><b>2. Demonstrate the skill of catching a Frisbee (one or two handed) with proper technique.</b></p>   | <p><b>2.</b> 2.5.12.A.C.S1</p>   |
| <p><b>3. Understand and be able to follow safety guidelines during an ultimate Frisbee game to ensure organized and well-mannered play.</b></p>                     | <p><b>3.</b> 2.5.12.B.C S1;<br/>2.5.12.C. 1; 2.5.12.C.2;<br/>2.5.12.C.C S1</p> |
| <p><b>4. Develop awareness for the skills related to hand-eye coordination, reaction time, and power.</b></p>   | <p><b>4.</b> 2.5.12.A.2</p>  |
| <p><b>5. Demonstrate knowledge of scoring and boundaries in the game of ultimate Frisbee.</b></p>   | <p><b>5.</b> 2.5.12.C.C S1</p>   |
| <p><b>6. Develop a basic understanding and appreciation for ultimate Frisbee as a means of fitness and lifetime activity.</b></p>                                   | <p><b>6.</b> 2.5.12.A.1<br/><b>7.</b> 2.5.12.C.C</p>                           |
| <p><b>7. Demonstrate sportsmanship throughout game situations.</b></p>  | <p>S1;2.5.12.C.1;<br/>2.5.12.C.2</p>   |
| <p><b><u>Team Handball:</u></b></p>   |  |
| <p><b>1. Understand and demonstrate the ability to follow guidelines during varying games such as team handball to ensure organized and well-mannered play.</b></p> | <p><b>1.</b> 2.5.12 A.1</p>  |
| <p><b>2. Apply basic fitness concepts of aerobic activity to multiple team games including team handball as a means of exploring lifelong activities.</b></p>       | <p><b>2.</b> 2.5.12. A.1</p>   |
|   | <p><b>3.</b> 2.5.12. A.1</p>   |
|   | <p><b>4.</b> 2.5.12. A.1</p>   |
|   | <p><b>5.</b> 2.5.12.B.1,</p>   |

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| <p>3. Demonstrate the knowledge of rules and strategy for team handball with the ability to apply those rules during skilled play.</p> <p>4. Develop awareness for the skills like throwing and catching to hand-eye coordination reaction time and power.</p> <p>5. Demonstrate proper sportsmanship throughout game situations.</p> <p>6. Acquire basic cooperative skills and strategy needed to be successful within the rules of Team Handball.</p>   | <p>2.5.12. C.2</p> <p>6. 2.5.12. A.2,<br/>2.6.12. A.4</p>   |
| <p><b><u>Soccer:</u></b></p> <p>1. Demonstrate the basic skills of soccer beginning with dribbling using the student's (dominant &amp; non-dominant feet) using the proper technique (inside of the foot).</p> <p>2. Students will be able to demonstrate the proper technique of passing with both feet.</p> <p>3. Students will acquire the basic general knowledge of all the positions on a soccer field.</p> <p>4. Acquire basic general knowledge of the position of the goalkeeper and the skills needed to be successful to be a goalkeeper (catching &amp; punting).</p> <p>5. Demonstrate the proper progression of shooting with the inside of the foot to using the laces or instep.</p> <p>6. Create offensive and defensive strategy through the development of different strategic plays.</p> <p>7. Apply basic skills into small sided game like situations.</p> <p>8. Demonstrate the appropriate knowledge of the rules of different soccer games.</p> <p>9. Understand the importance of how to play and use all equipment safely.</p> <p>10. Demonstrate sportsmanship throughout game situations.</p> | <p>1. 2.5.2.A.1, 2.5.4.A.</p> <p>2. 2.5.P.A.2,2.5.12.A.C.S1</p> <p>3. 2.5.4.B.1, 2.5.2.B.2</p> <p>4. 2.5.4.B.1, 2.5.2.B.2</p> <p>5. 2.5.6.A.1, 2.5.12.A.2</p> <p>6. 2.5.2.B.2,<br/>2.5.4.B.1,2.5.8.B.1</p> <p>7. 2.5.8.B.1, 2.5.8.B.2</p> <p>8. 2.5.2.C.2, 2.5.4.C.2</p> <p>9. 2.5.8.C.2, 2.5.2.C.2</p> <p>10. 2.5.2.C.1, 2.5.4.C.1</p> |
| <p><b><u>Volleyball:</u></b></p> <p>1. Students will practice the skill of the bump and set volley with partner and in a small group both without a net and over a net.</p> <p>2. Students will practice the skill of the overhead and underhand serve with a partner and in a small group both without a net and over a net.</p> <p>3. Students will practice the skill of spiking over a net with proper technique.</p> <p>4. Students will be able to explain the rules and importance of teamwork when playing a game.</p> <p>5. Students will demonstrate and understand the proper rotation in volleyball.</p> <p>6. Students will understand the correct scoring of a game.</p> <p>7. Students will have the opportunity to experiment with various offensive and defensive strategies.</p> <p>8. Students will demonstrate proper sportsmanship throughout game situations and round robin tournament play.</p> <p>9. Develop awareness for the skill related fitness components of hand-eye coordination, reaction time and power.</p>  | <p>1. 2.5.12.A.1</p> <p>2. 2.5.12.A.1, 2.5.6.A.1</p> <p>3. 2.5.8.A.2, 2.5.2.A.2</p> <p>4. 2.5.6.C.2, 2.5.4.C.2</p> <p>5. 2.5.2.B.2, 2.5.12.B.1</p> <p>6. 2.5.6.B.1, 2.5.6.B.2</p> <p>7. 2.5.6.B.1, 2.5.8. B.1</p> <p>8. 2.5.2.C.1, 2.5.4.C.1</p> <p>9. 2.5.P.A.3, 2.5.P.A.2</p>   |
| <p><b><u>Softball:</u></b></p> <p>1. Students will be able to display knowledge of the rules of the sport of softball.</p>   |   |

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>2. Students will be able to demonstrate good sportsmanship throughout game situations and games.</li> <li>3. Develop an awareness for the skill related fitness components of hand-eye coordination, reaction time and power.</li> <li>4. Develop and perform proper striking (batting) techniques.</li> <li>5. Develop and perform proper throwing techniques.</li> <li>6. Develop and perform proper catching techniques.</li> <li>7. Develop and perform proper base-running techniques.</li> <li>8. Demonstrate cooperative play through lead up games and activities.</li> <li>9. Understand the importance of teamwork and positive social interaction.</li> <li>10. Softball will enable students to interact physically, socially, and competitively throughout their lifetime.</li> <li>11. Demonstrate the ability to follow all safety rules and instructions.</li> </ol> | <ol style="list-style-type: none"> <li>1. 2.5.12.B.1, 2.5.12.C.2</li> <li>2. 2.5.2.C.1, 2.5.4.C.1</li> <li>3. 2.5.P.A.3, 2.5.P.A.2</li> <li>4. 2.5.P.A.3, 2.5.4.A.2</li> <li>5. 2.5.P.A.3, 2.5.4.A.2</li> <li>6. 2.5.P.A.3, 2.5.4.A.2</li> <li>7. 2.5.P.A.1</li> <li>8. 2.5.2.B.1, 2.5.2.B.4</li> <li>9. 2.5.2.C.2, 2.5.4.C.1</li> <li>10. 2.5.4.C.2, 2.6.4.A.1</li> <li>11. 2.5.8.C.2, 2.5.12.C.2</li> </ol> |
| <p><b>Floor Hockey:</b></p> <ol style="list-style-type: none"> <li>1. Students will display knowledge of the rules and safety of the sport of floor hockey.</li> <li>2. Demonstrate good sportsmanship throughout game situations and games.</li> <li>3. Demonstrate and exhibit good hand-eye coordination, reaction time and power.</li> <li>4. Develop and perform proper passing techniques with a partner or small groups.</li> <li>5. Develop and perform proper shooting techniques.</li> <li>6. Develop and perform proper stick-handling techniques.</li> <li>7. Demonstrate cooperative play through 5v5 games with goalkeepers.</li> <li>8. Understand the importance of teamwork and positive social interaction.</li> <li>9. Demonstrate offensive and defensive strategies in game situations.</li> </ol>   | <ol style="list-style-type: none"> <li>1. 2.5.8.C.2, 2.5.12.C.2</li> <li>2. 2.5.2.C.1, 2.5.4.C.1</li> <li>3. 2.5.P.A.3, 2.5.P.A.2</li> <li>4. 2.5.P.A.2, 2.5.12.A.1</li> <li>5. 2.5.P.A.2, 2.5.12.A.1</li> <li>6. 2.5.P.A.2, 2.5.12.A.1</li> <li>7. 2.5.6.B.1, 2.5.6.B.3</li> <li>8. 2.5.8.C.2, 2.5.8.C.1</li> <li>9. 2.5.6.B.1, 2.5.6.B.3</li> </ol>   |

**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.a** - [Content Statement] - The motion of an object can be described by its position and velocity as functions of time and by its average speed and average acceleration during intervals of time.

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

rotational, and vibrational).

**SCI.9-12.5.2.12.E.c** - [Content Statement] - The motion of an object changes only when a net force is applied

**SCI.9-12.5.2.12.E.4** - [Cumulative Progress Indicator] - Measure and describe the relationship between the force acting on an object and the resulting acceleration.

**Career Planning**

**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 used

**Students will write:**

As a class, students will create a list of rules and regulations as it pertains to the games of the Team Sports Unit to include Flag Football, Lacrosse, Basketball, Ultimate Frisbee, Team Handball, Soccer, Volleyball, Softball & Floor Hockey.

At the end of each unit/activity a written quiz or test will be given. Pre-Tests and Post-Tests may also be used throughout the school year.

Writing assignments and activities. (Will be used for Medical and Home Instruction Students)

Students will complete record charts and/or score cards

Students will create and/or maintain tournament brackets

### **PART III: TRANSFER OF KNOWLEDGE AND SKILLS**

**DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

See Activity Progression Sheet

## **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:**

Pre-Test  
Exit Tickets  
Participation and observation  
Peer/self-evaluation  
Preparation

### **Accommodations/Modifications:**

Extended time testing  
Modifications to equipment, skills, or rules

### **Summative Assessments:**

Written Assessment  
Skill Assessment

### **Accommodations/Modifications:**

Extended time testing  
Modifications to requirements or rules of unit

### **Performance Assessments:**

Teacher Evaluation using rubric  
Self-evaluation using rubric  
Peer Evaluation using rubric

### **Accommodations/Modifications:**

The Physical Education Department would follow any IEPs and 504 plans in order to make any necessary accommodations. This could include: One on One instruction, providing written directions, modifying worksheets, etc.

## Physical Education Activity Progression

| Activity           | Skills/<br>grade level | Lesson progression  | Equipment<br>Needed                      | Modifications  | Options for<br>nonparticipants                       | Assessments  |
|--------------------|------------------------|---|--|--|--|--|
| <b>Pickle ball</b> | 9,10,11,12             | Level 1 (9/10) - Forehand <ul style="list-style-type: none"> <li>• Backhand</li> <li>• Volley</li> <li>• Serve</li> <li>• Rules and game strategies</li> <li>• Court position</li> <li>• Doubles Games</li> <li>• Tournament</li> <li>• History</li> </ul> Level 2 (11/12): Reveiw skills/rules; tournament | nets, raquets, balls                     | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes | keep score   | quiz, written activities, teacher/partner skill assessment with rubric; rules/scoring assessment |
| <b>Lacrosse</b>    | 9,10,11,12             | Level 1: Scooping; Cradling; Catching/Throwing; Offensive/Defensive Strategies; Shooting at a Goal ; Small Group Games; Whole Group Games<br>Level 2: review skills, rules; positions; develop set plays; understand how to set a pick  | Lax sticks, balls, pinnies, goals, cones | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes | keep score, ref game, keep time, make substitutions, | quiz, written activities, teacher/partner skill assessment with rubric                           |

## Physical Education Activity Progression

|                         |            |  |   |  |   |   |
|-------------------------|------------|--|---|--|---|---|
| <b>Flag football</b>    | 10,11      | Level 1: Rules, passing/catching:star drill, fish in a barrel, partner work; passing routes in groups (post, flag, drag) carrying football/ hand-offs: partner/groups of 3; Team strategies: small sided games<br>Level 2: Review rules/skills demonstrate kicking; punting; develop set plays; modified game play | Balls (regular & nerf), cones, flags; large buckets or trash can for fish in the barrel | Address modifications in individual student's IEP Non-Competitive drills for lower skilled classes Larger games for higher skilled classes | keep score, ref game, call plays                                      | written assessment; assess if playing by the rules; proper form of throwing catching; knowledge of routes |
| <b>Outdoor Games</b>    | 12         | Explain rules/regs at the beginning of each game; volleyball: review (students have already had volleyball) warm up with partners/small groups doing bump and set; badminton: warm up passing back and forth with raquet/shuttlecock;  | baggo, washers, kan jam, v-ball, horeshoes, badminton, Frisbee, standards and net       | Address modifications in individual student's IEP Non-Competitive drills for lower skilled classes Larger games for higher skilled classes | throw/catch frisbee, washers, baggo                                   | written assessment, assess if playing by rules  |
| <b>Ultimate Frisbee</b> | 9,10,11,12 | Level 1: throwing/catching, rules of game, throwing drills, kan jam and frisbee golf- explain rules and different ways of throwing frisbee to reach "pin"; kan jam<br>Level 2: expain rules of game,modified games, different throwing styles utilizing the "flick" and the "hammer"                               | Frisbees, kan jam set, lined field, frisbee golf posts                                  | Address modifications in individual student's IEP Non-Competitive drills for lower skilled classes Larger games for higher skilled classes | Extended work on throwing and catching skills, Utilizing Kan Jam game | written assessment, assess throwing/catching  |

## Physical Education Activity Progression

|               |            |   |   |  |  |  |
|---------------|------------|---|---|--|--|--|
| <b>Tennis</b> | 11,12      | Level 2: 11th & 12th grade rules, skills, hitting, serving, scoring, game play (doubles and singles depending on class size)  | Tennis Courts, Raquets & tennis balls,  | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes | rules, skills, hitting, serving                            | written assessment, assess volleying/serving |
| <b>Soccer</b> | 9,10,11,12 | Level 1 -Passing, shooting, footskills, world cup, power finesse, ghost shooting passing patterns, side line soccer<br>Level 2 - Passing, Shooting, footskills, small sided games, 11v11 games,Formation of their own teams,11v11 games, Tournament style games | Soccer balls, Pinnies, Cones, pug goals, regulation sized soccer goals, lined soccer field, and whistles. | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes | Score keeping, officiating, Collecting/Carrying Equipment. | written asesment; assess dribbling, passing, |

## Physical Education Activity Progression

|                  |            |  |  |  |   |   |
|------------------|------------|--|--|--|---|---|
| <b>Fitness</b>   | 9,10,11,12 | Level 1- basic exercises and programs<br>Level 2- advanced excercises programs   | fitness trackers,hand weights, kettlebells, medicine balls, resistance bands, weighted bars, exercise balls, mats, jump ropes, clock, steps, weight machines, cardio equipment, music system, TRX bands, exercise programs, body composition caculator | modify excercises  | help set up equipment, monitor timed exercises, music     | written assessment; pre/post mile time results; fitness tracker and heart rate log; weight room log |
| <b>Badminton</b> | 9,10,11,12 | Level 1:basic rules, raquet grip, proper stance, serve, forehand, and backhand strokes.<br>Level 2: advanced strategy and shots-drive, clear, drop, smash, net | standards, nets, racquets, shuttlecocks  | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes | officiate, keep score, keep track of tournament standings | written test, skill assessment  |

## Physical Education Activity Progression

|                     |            |   |   |   |  |   |
|---------------------|------------|---|---|---|--|---|
| <b>Golf</b>         | 11,12      | <p>Level 1: Gripping the club, swing mechanics, striking the ball with woods/irons/putter, putting drills</p> <p>Level 2: Rules of Golf, Striking for distance, club selection</p>              | <p>Golf Clubs (3-9 irons, Driver/3/5 Woods, pitching wedges, putters) golf balls, plastic practice golf balls, practice pop-up net, putting green, holes, practice hula hoops</p> | <p>Address modifications in individual student's IEP<br/>         Non-Competitive drills for lower skilled classes<br/>         Larger games for higher skilled classes</p> | <p>Caddying, Score keeping, retrieving golf balls and equipment, setting up/breaking down the course</p> | <p>Written assessment, skills testing on striking and putting</p> |
| <b>Table Tennis</b> | 10,11      | <p>Level 1 - Backhand, Modified Serve, Volleying Rally, Modified games and score keeping</p> <p>Level 2 - Forehand, Proper serve, Tournament and recreation games, Single and Double games.</p> | <p>Ping Pong Tables, Nets, Ping Pong Balls, Tournament sheets.</p>  | <p>Address modifications in individual student's IEP<br/>         Non-Competitive drills for lower skilled classes<br/>         Larger games for higher skilled classes</p> | <p>Score keeping, officiating, Collecting/Carrying Equipment and tournament scheduling</p>               | <p>written assessment, visual assesment on basic skills</p>       |
| <b>Paddle ball</b>  | 9,10,11,12 | <p>Level 1- forehand, backhand, serve, volley, rules and game strategies</p> <p>Level 2- full games, tournament play</p>  | <p>paddles, paddle ball, scoreboard</p>   | <p>use a wiffle ball instead of paddle to allow more reaction time</p>  | <p>students can keep score, help collect balls at the end of class</p>                                   | <p>written assessment, visual assesment on basic skills</p>       |

## Physical Education Activity Progression

|                   |            |  |   |   |   |   |
|-------------------|------------|--|---|---|---|---|
| <b>Basketball</b> | 9,10,11,12 | <p>Level 1- dribbling with dominate hand; shooting within the free throw line (horse, pig, around the world) shooting outside the free throw line(knock out); passing(bounce pass,chest pass,one handed pass with dominate hand, overhead pass, modified transition basketball); modified 5v5 half court; modified sideline basketball</p> <p>Level 2- dribbling with both hands; shooting (21, knock out, make it/take it, basekeball, advanced around the world); passing (transition basketball); 5v5 half court; sideline basketball</p> | <p>basketballs<br/>cones<br/>pinnies<br/>basketball nets<br/>flip score board<br/>stopwatch/clock</p> | <p>Address modifications in individual student's IEP<br/>Non-Competitive drills for lower skilled classes<br/>Larger games for higher skilled classes</p> | <p>allow students to have a catch, non-participants can keep score, manage equipment, retrieve foul balls, clean up equipment at conclusion of period</p> | <p>written assessments; skills assessment; sportsmanship; assess the knowledge of rules</p> |
| <b>Volleyball</b> | 9,10,11,12 | <p>Level 1 9/10 Positioning on court and prope Rotation Overhead and Underhand Serving, rotation and positioning Level 2: 11/12: Situational games with rotation, serving,&amp; volleying &amp; Full-sided games, Strategy with bumps and sets</p>   | <p>Volleyballs,<br/>Beach Balls,<br/>Eclipse Balls,<br/>Nets</p>                                      | <p>can use an eclipse ball or beach to enforce the importance of volleying or students can play modified game of nukem</p>                                | <p>students can keep score, help collect balls at the end of class</p>  | <p>written assessment, assess volleying/serving</p>   |

## Physical Education Activity Progression

|                     |            |   |  |   |   |  |
|---------------------|------------|---|--|---|---|--|
| <b>Tchoukball</b>   | 9,10,11,12 | Level 1-catching and throwing groups; throwing and catching in groups off the net; sideline tchoukball<br>Level 2- catching and throwing in pairs; throwing and catching in pairs off the net; 5v5; knowledge of exact rules of play                    | Tchoukball<br>Tchoukball net<br>cones<br>pinnies<br>stop watch/clock<br>flip score board | no running during play<br>allow unlimited steps while handling the ball<br>unlimited people on court<br>allow ball to fit ground and not be turned over | non-participants can keep score, manage equipment, and retrieve equipment at the end of class | written assessment; assess if students are playing by the rules                          |
| <b>Handball</b>     | 9,10,11,12 | Level one: Passing & catching Shooting Dribbling Defense/offense strategies; Defending Opponent; How to score; Out of Bound rules; Basic Rules<br>Level two:Review rules/skills; develop set plays/strategies; tournament play                          | ball, cones, pinnies   | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes        | keep score, ref game  | quiz, worksheets, teacher/partner skill assessment with rubric; rules/scoring assessment |
| <b>Floor Hockey</b> | 9,10,11,12 | Level 1: Forehand pass<br>o Backhand pass<br>o Trapping<br>o Target Shooting<br>o Shooting at a Goal<br>o Defensive/Offensive strategies<br>o Defending a goal<br>Level 2: review rules; skills.<br>Enforce red line/blue line rules with zone faceoffs | nets, sticks, cones, hockey balls, pinnies (if needed)                                   | Address modifications in individual student's IEP<br>Non-Competitive drills for lower skilled classes<br>Larger games for higher skilled classes        | non-participants can keep score, help ref.  | quiz, worksheets, teacher/partner skill assessment with rubric; rules/scoring assessment |

## Physical Education Activity Progression

|                 |            |  |   |  |  |  |
|-----------------|------------|--|---|--|--|--|
| <b>Softball</b> | 9,10,11,12 | <p>Level 1: Throwing, catching, fielding, hitting.<br/> Wiffle ball hitting drill, Hitting off a Tee, Ball Everyday Drills (partner groundball toss, forehand/backhand, Pop-ups, short-hop ground balls)</p> <p>Level 2: Situations (1 and 2 out situations, cutoffs), Plays (force outs, double plays, tag ups)</p> <p>Full games: 4 outfielders, no steals</p> | softballs, gloves, bats, scoreboard, tennis balls, wiffle balls, tees | allow students to have a catch in foul territory, use tasks cards with the rules and skills cues | allow students to have a catch, non-participants can keep score, manage equipment, and retrieve foul balls | written assessment, visual assessment on basic skills- throwing, catching, fielding, hitting |
|                 |            |  |   |  |  |  |