

# 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 <b>Unit:</b> Individual and Dual Sport</p>	<p><b>Unit Summary:</b> 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> <b>11<sup>th</sup></b></p>	
<p><b>Essential Question(s):</b> 1. How can I be successful at an individual sport? 2. What skills are necessary to be able to compete in a dual sport game? 3. How do dual sports increase cardiovascular endurance? 4. How does participating in healthy activities make me a better person? 5. How does effective and appropriate movement affect wellness? 6. Why do I have to understand concepts of movement when I can already perform the movement? 7. To what extent does strategy influence performance in competitive games and activities? 8. Why do I have to show good</p>	<p><b>Enduring Understanding(s):</b> 1. Participation in an individual sport can be done throughout life. 2. Successful participation in dual sport games requires a repertoire of acquired skills. 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. 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. 5. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 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. 7. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations. 8. In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate knowledge and</p>

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>
<p><b><u>Racquet sports (Including but not limited to: Tennis, pickleball, paddleball, eclipse ball)</u></b></p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Students will practice the skill of the backhand volley with partner and in a group, both without a net and over a net.</li> <li>3. Students will practice the skill of serving (overhead) with partner and in a group, both without a net and over a net.</li> <li>4. Students will practice the skill of smash over a net with proper technique.</li> <li>5. Students will explain the rules and importance of teamwork when playing a game.</li> <li>6. Students will demonstrate an understanding of proper rotation of serving and which areas are appropriate to serve to on the courts.</li> <li>7. Students will understand the nuances of Singles and Doubles scoring systems.</li> <li>8. Students will develop the technique of the hair pen and deep lob shots in Badminton.</li> <li>9. In eclipse ball, students will use skills previously learned in volleyball, tennis, and badminton.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.5.12.A.C S1</li> <li>2. 2.5.12.A.C S1</li> <li>3. 2.5.12.A.C S1</li> <li>4. 2.5.12.A.C S1</li> <li>5. 2.5. 6.C.2, 2.5.4.C.2</li> <li>6.2.5.2.B.2, 2.5.12.B.1</li> <li>7. 2.5.6.B.1, 2.5.6.B.2</li> <li>8. 2.5.12.A.C S1</li> <li>9. 2.5.12.A.C S1</li> </ol>
<p><b><u>Golf:</u></b></p> <ol style="list-style-type: none"> <li>1. Students will demonstrate a full swing in golf by using an overlap, interlocking, and full-finger grip.</li> <li>2. Students will identify and perform the chip, putt, and pitch using proper form.</li> <li>3. Students will display an understanding of all the terminology, rules, regulations, and etiquette used during the unit of golf.</li> <li>4. Students will be able to apply appropriate force and motion for accuracy in modified golf game play.</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.5.12.A.C S1</li> <li>2. 2.5.12.A.C S1</li> <li>3. 2.5.12.B.C S1; 2.5.12.C. 1; 2.5.12.C.2; 2.5.12.C.C S1</li> <li>4. 2.5.12.B.1; 2.5.12.B.2; 2.5.12.B.C S1</li> </ol>
<p><b><u>Backyard Games:</u></b></p> <ol style="list-style-type: none"> <li>1. Understand and be able to follow safety guidelines during individual and dual</li> </ol>	<ol style="list-style-type: none"> <li>1. 2.5.12.B.C S1; 2.5.12.C. 1; 2.5.12.C.2; 2.5.12.C.C S1</li> </ol>

<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; 2.5.12.B.C. S1; 2.5.12.B.2</p> <p><b>5.</b> 2.5.12.C.1; 2.5.12.C.C S1; 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; 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**

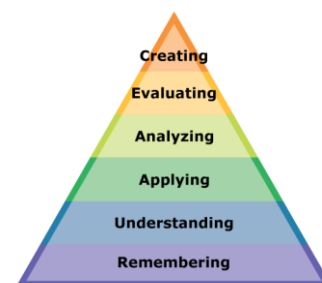
#### **DESCRIBE THE LEARNING EXPERIENCE.**

#### **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 <b>Unit:</b> Team Sports/Games</p>	<p><b>Unit Summary:</b> 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> 11<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> <li>8. How do team sports</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>

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



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

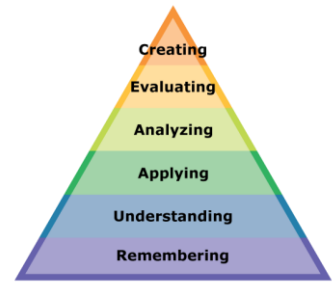
**DESCRIBE THE LEARNING EXPERIENCE.**

**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.

# 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 <b>Unit Fitness</b></p>	<p><b>Unit Summary:</b> 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> <b>11<sup>th</sup></b></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 personal wellness plan?</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>

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**

### **DESCRIBE THE LEARNING TARGETS.**

**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.

**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).

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**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.



## **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.