

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: Adaptive PE	Unit Summary: Adaptive Physical Education provides a chance for students with distinct physical limitation to engage in activities involving various types of modalities. Students will have the opportunity to improve motor coordination, muscular strength, social acclimatization, and appreciation of healthy living. On a cognitive level, it allows students to demonstrate knowledge of the rules of the game, the importance of safety during participation, strategy, and sportsmanship.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Understand and demonstrate the ability to follow guidelines during varying games to ensure organized and well-mannered play. (2.5.12.A.1)
2. Explore the ideal of life long fitness through basic healthy living concepts of aerobic activity. (2.5.12.A.1)
3. Demonstrate the knowledge of rules and strategy for games coupled with the ability to apply those rules during skilled play. (2.5.12.A.1)

4. Develop awareness for the skills related to hand-eye coordination reaction time and power. (2.5.12.A.1)
5. Demonstrate sportsmanship throughout game situations. (2.5.12.B.1, 2.5.12.C.2)
6. Acquire basic cooperative skills and strategy needed to be successful within the rules of several different games. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the games of the unit

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice hand eye coordination in various game situations
2. Students will practice sportsmanship, while playing cooperatively with an opponent

3. Students will develop game strategies to succeed during game play.
4. Explain the rules and importance of team work when playing a game.
5. Students will demonstrate the ability to track scoring for multiple scoring systems.
6. Teachers will need several different types of equipment including goals, playground balls cones, Wii, air hockey table, ladder ball set, Bear Pong set, Bago Set, Checkers, Jenga and the use of the weight room.

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: Observation of skills and understanding of the rules during instruction and game play.

Understand and demonstrate the ability to follow guidelines during varying games to ensure organized and well-mannered play.

Explore the ideal of life long fitness through basic healthy living concepts of aerobic activity.

Demonstrate the knowledge of rules and strategy for games coupled with the ability to apply those rules during skilled play.

Develop awareness for the skills related to hand-eye coordination reaction time and power.

Demonstrate sportsmanship throughout game situations.

Acquire basic cooperative skills and strategy needed to be successful within the rules of several different games.

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: Badminton is an activity where students have the opportunity to develop basic understanding and appreciation for the game. It allows students to demonstrate physical skills needed to effectively participate in a game situation, such as; forehand, backhand, serving, overhead smash, drop shot (Hair Pen), Deep Lob shot, agility, reaction time and coordination. On a cognitive level, it allows students to demonstrate knowledge of the rules of the game, the importance of team play (in a doubles format), strategy, and sportsmanship.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Understand and be able to follow safety guidelines during tennis to ensure organized and well-mannered play. (2.5.12.A.1)
2. Have the opportunity to develop a basic understanding and appreciation for Badminton as a means of fitness and lifetime act. (2.5.12.A.1)
3. Develop proper Service and Volley techniques. (2.5.12.A.1)

4. Understand basic knowledge of rules and strategies essential for game situations. (2.5.12.A.1)
5. Demonstrate sportsmanship throughout game situations. (2.5.12.B.1, 2.5.12.C.2)
6. Demonstrate offensive and defensive strategies in a Doubles format. (2.5.12.A.2, 2.6.12.A.4)
7. Demonstrate knowledge of scoring and boundaries. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the game of Badminton.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

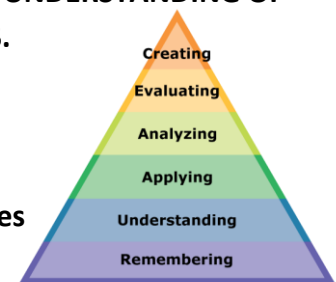
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

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. Students will practice the skill of the backhand volley with partner and in a group, both without a net and over a net.
3. Students will practice the skill of serving (over head) with partner and in a group, both without a net and over a net.
4. Students will practice the skill of smash over a net with proper technique.
5. Students will develop there technique of the hair pen and deep lob shots.
6. Explain the rules and importance of team work when playing a game.
7. Students will demonstrate understand the proper rotation of serving and which areas are appropriate to serve to on the court.
8. Students will understand the nuances Singles and Doubles scoring systems and boundaries.
9. Teachers will need Badminton racquets, Badminton nets, cones, and Shuttlecocks (Birdies).

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: Observation of skills and understanding of the rules during practice drills, as well as, game situations.

SWBAT:

- Understand and be able to follow safety guidelines during tennis to ensure organized and well mannered play.
- Have the opportunity to develop a basic understanding and appreciation for Badminton as a means of fitness and lifetime act.
- Develop proper Service and Volley techniques.
- Understand basic knowledge of rules and strategies essential for game situations.
- Demonstrate sportsmanship throughout game situations.
- Demonstrate offensive and defensive strategies in a Doubles format.
- Demonstrate knowledge of scoring and boundaries.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides the opportunity to develop a basic understanding and appreciation for the game of basketball. Students will develop skills and techniques through a combination of drills and fitness components that will help demonstrate their knowledge of the rules and team strategy. Students will demonstrate proper form and techniques of the basic skills of basketball through skill testing and team play.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Demonstrate the skill of dribbling (both right and left handed) while participating in skill building activities and game situations. (2.5.12.A.1)**
- 2. Demonstrate the skill of passing (bounce, chest, overhead) while participating in skill building activities and game situations. (2.5.12.A.1)**
- 3. Demonstrate the skill of shooting (lay-up, free throw, jump shot) while participating in skill building activities and game situations. (2.5.12.A.1)**
- 4. Demonstrate knowledge and understanding of the rules of the game while participating in a basketball game situation. (2.5.12.B.1, 2.5.12.C.2)**
- 5. Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination. (2.5.12.A.2, 2.6.12.A.4)**
- 6. Demonstrate defensive strategies in game situations. (2.5.12.B.1)**
- 7. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the game of basketball. Students will include the dimensions of the court, different types of fouls, equipment used, etc...

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

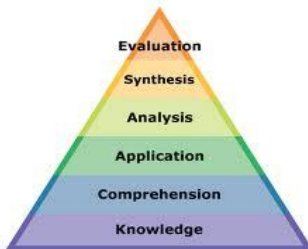
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skill of dribbling with both their right and left hands during relay races.
2. Students will practice the skill of passing using fitness games and relay races integrating different passing techniques.
3. Students will practice shooting with various fitness games such as knock out.
4. Explain the difference between man and zone defense.
5. Explain the rules and importance of team work when playing a game.
6. Teachers will need basketballs, basketball hoops, and cones.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate how to dribble, pass, and shoot during skill development drills.
- Demonstrate knowledge and understanding of the rules of the game while participating in a basketball game situation.
- Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination while participating in a basketball game situation.
- Apply defensive strategies in game situations.
- Demonstrate the ability to follow all safety rules and instructions.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Sport Evaluation

Knowledge of rules	5	4	3	2	1	0
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Skills Necessary for Play	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Sportsmanship	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides students with a basic understanding and appreciation for the sport of curling. Students will develop and demonstrate proper technique, safety awareness, and attention proper rules as it pertains to the sport of curling. Students will develop game strategies in both singles and double matches.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Demonstrate the skill of sliding the “stone” or “rock” as a means of scoring points. (2.5.12.A.1)**
- 2. Demonstrate the skill of sliding the “stone” or “rock” as a means of protection and defense. (2.5.12.A.1)**
- 4. Demonstrate knowledge and understanding of the rules of the game while participating in a curling game situation. (2.5.12.B.1, 2.5.12.C.2)**
- 5. Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination. (2.5.12.A.2, 2.6.12.A.4)**
- 6. Apply defensive strategies in game situations. (2.5.12.B.1)**
- 7. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the sport of curling.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skill of gliding the “stone” or “rock” to score points.
2. Students will practice the skill of gliding the “stone” or “rock” to block or play defense.
3. Students will practice by using practice target zones.
4. Explain the difference between single player and team games.
5. Explain the rules and importance of team work when playing a game.
6. Teachers will need stones and paper target zones.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate how to shoot or the glide the “rock” or “stone”.
- Demonstrate knowledge and understanding of the rules of the game while participating in a curling match.
- Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination while participating in a curling match.
- Apply defensive strategies in game situations.
- Demonstrate the ability to follow all safety rules and instructions.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric (see attached) to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Fitness/Weight room Evaluation

Knowledge of rules	5	4	3	2	1	0
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Knowledge of body parts being worked	5	4	3	2	1	0
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Participation	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides the students the ability to work on cardio respiratory fitness through a combination of running, jogging, and walking. Students will learn about target hear rate and recovery heart rate as it pertains to fitness. This unit will help develop the skills, knowledge, and motivation to remain fit for life. Students will have twelve (12) fitness days on the track, they will be given one (1) point per lap.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. What is the minimum amount of exercise I can do to stay physically fit?4. Why do I have to show good sportsmanship and follow the rules when others do not?5. How do I develop an appropriate personal fitness program and find the motivation to commit to it?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.4. Developing and implementing a program that utilizes appropriate training principals is necessary for lifetime fitness.5. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.6. Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Develop a basic understanding and appreciation for running as it pertains to cardiovascular fitness. (2.5.A.12.A.2)**
- 2. Demonstrate the ability to check resting, active, and recovery heart rates. (2.6.12.A.2)**
- 3. Develop cardio respiratory fitness levels through various fitness activities. (2.5.12.A.2)**
- 4. Develop the skills, knowledge, and motivation to remain fit. (2.6.12.A.2)**
- 5. Evaluate and adjust activity level to meet required goals. (2.5.12.B.2)**
- 4. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

Students will engage with the following text:

****No text used****

Students will write:

Students will keep track of progress on personalized track performance sheets. Students will begin by writing down their resting, active, and recovery heart rates. The students will then select a goal number of laps that they wish to complete every day on the track. The students will evaluate their daily performance, as well as their overall performance at the end of the unit. The students will also keep track of daily resting, active, and recovery heart rates to monitor any changes.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will learn how to determine resting, active, and recovery heart rates.
2. Students will learn proper running and breathing techniques.
3. Students will learn to adjust activity level to meet required goals.
4. Students will create a personalized workout programs based on personal fitness goals.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate the ability to check resting, active, and recovery heart rates.
- Demonstrate the ability to achieve the required number of laps on the track per class.
- Demonstrate the ability to follow all safety rules and instructions.

Accommodations/Modifications:

Summative Assessments: Optional fitness testing, daily log sheets, personalized progress sheets, Standard physical education assessment rubric

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the track through daily workouts.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Fitness Evaluation

Knowledge of rules	5	4	3	2	1	0
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Knowledge of body parts being worked	5	4	3	2	1	0
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Participation	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

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PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: Flag Football is an activity where students have the opportunity to develop basic understanding and appreciation for the game. It allows students to demonstrate physical skills needed to effectively participate in a game situation, 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.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Understand and be able to follow safety guidelines during tennis to ensure organized and well-mannered play. (2.5.12.A.1)
2. Improve throwing and catching techniques. (2.5.12.A.1)
3. Demonstrate basic man to man and Zone coverage skills on defense. (2.5.12.A.1)
4. Understand basic knowledge of rules and strategies essential for game situations. (2.5.12.A.1)

5. Demonstrate sportsmanship throughout game situations. (2.5.12.B.1, 2.5.12.C.2)
6. Demonstrate spatial awareness with route running and finding open areas. (2.5.12.A.2, 2.6.12.A.4)
7. Demonstrate knowledge of scoring and boundaries. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the game of Flag Football

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skill of the Throwing to a partner.
2. Students will practice the skill of catching a pass from a partner.
3. Students will practice defending open space as well as an open man, by using man and zone coverage schemes and strategies.
4. Students will practice route running and finding holes in defenses, when finding open space.

5. Students will develop invasion game strategies to help move the ball down the field.
6. Explain the rules and importance of teamwork when playing a game.

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: Observation of skills and understanding of the rules during practice drills, as well as, game situations.

SWBAT:

- Understand and be able to follow safety guidelines during tennis to ensure organized and well mannered play.
- Improve throwing and catching techniques.
- Demonstrate basic man to man and Zone coverage skills on defense.
- Understand basic knowledge of rules and strategies essential for game situations.
- Demonstrate sportsmanship throughout game situations.
- Demonstrate spatial awareness with route running and finding open areas.
- Demonstrate knowledge of scoring and boundaries.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: iDance is an activity where students have the opportunity to develop basic understanding and appreciation for dancing and it's link to fitness. It allows students to demonstrate physical skills needed to effectively participate, such as; agility, speed, balance, coordination, reaction time and cardiovascular endurance. On a cognitive level, it allows students to demonstrate skills of sequencing, pattern recognition, competence and order. It also aids in improving self-esteem.
Grade Level(s): 9-12	
Essential Question(s): 1. How does effective and appropriate movement affect wellness? 2. Why do I have to understand concepts of movement when I can already perform the movement? 3. What is the minimum amount of exercise I can do to stay physically fit? 4. How do you realize age-appropriate fitness?	Enduring Understanding(s): 1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 2. 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. 3. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. 4. Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Increase cardiovascular endurance while participating on the iDance game console. (2.5.12.A.2, 2.6.12.A.4)
2. Apply knowledge and understanding of the rules of the game while participating in various dances. (2.5.12.B.1, 2.5.12.C.2)
3. Develop awareness of the skills related to fitness components of foot-eye coordination, speed, agility, balance, and reaction time. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

- 3.4.A- Active listening
- 3.4.B- Listening comprehension
- 4.2.D- Units of measurement
- 5.7.A- Motion and forces
- 5.7.B- Energy transformation
- 9.2.C- Interpersonal communication

Students will engage with the following text:

****No text used****

Students will write:

During down time teachers will have students engage in writing activities, such as writing 3 health benefits of dance, 3 skills enhance through the iDance program, etc.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

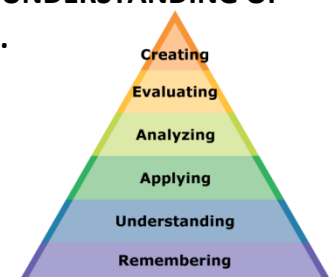
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skills of dancing off to the side if there is not a gaming pad available.
2. Explain the rules of the gaming system.
3. Teachers will need the iDance game system (projector and 16 floor pads).

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: Observation of skills and understanding of the rules and regulations

SWBAT:

* score at least a 50% accuracy while participating in one song shift.

*demonstrate knowledge of the rules of the game while participating in one song shift.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric (see attached) to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game play during one song shifts.

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides the students the ability to work on cardio respiratory fitness through a combination of various indoor fitness activities. Students will learn about target heart rate and recovery heart rate as it pertains to fitness. This unit will help develop the skills, knowledge, and motivation to remain fit for life. Students will learn a variety of life long fitness activities that can be performed independently, as well as in a group setting.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. What is the minimum amount of exercise I can do to stay physically fit?4. Why do I have to show good sportsmanship and follow the rules when others do not?5. How do I develop an appropriate personal fitness program and find the motivation to commit to it?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.4. Developing and implementing a program that utilizes appropriate training principals is necessary for lifetime fitness.5. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.6. Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Develop a basic understanding and appreciation for circuit training as it pertains to cardiovascular fitness. (2.5.A.12.A.2)**
- 2. Improve cardio vascular endurance, muscular strength (upper and lower body) and flexibility by participating in various fitness activities. (2.5.A.12.A.1)**
- 3. Demonstrate the ability to check resting, active, and recovery heart rates. (2.6.12.A.2)**
- 3. Develop cardio respiratory fitness levels through various fitness activities. (2.5.12.A.2)**
- 4. Develop the skills, knowledge, and motivation to remain fit. (2.6.12.A.2)**
- 5. Evaluate and adjust activity level to meet required goals. (2.5.12.B.2)**
- 4. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

Students will engage with the following text:

****No text used****

Students will write:

Students will be creating a/an indoor fitness circuit. Students will be placed into groups and will create a 12 station fitness circuit using various fitness activities. Groups will be able to choose from a wide range of activities including, but not limited to, free weights, core exercises, yoga, pilates, etc... The groups will create, set up, and teach the circuit to the remainder of the class.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will learn how to determine resting, active, and recovery heart rates.
2. Students will learn proper workout techniques (motions, breathing, stretching, etc...).
3. Students will learn body part specific exercises.
4. Students will learn to adjust activity level to meet required goals.
5. Students will learn various forms of exercise that will promote lifelong fitness.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate the ability to check resting, active, and recovery heart rates.
- Demonstrate the ability to move through the circuit in succession, displaying the required fitness level.
- Demonstrate the ability to try new exercises.

- Demonstrate the ability to follow all safety rules and instructions.

Accommodations/Modifications:

Summative Assessments: Optional fitness testing, standard physical education assessment rubric

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the indoor circuit through daily workouts.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Fitness Evaluation

Knowledge of rules	5	4	3	2	1	0
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Knowledge of body parts being worked	5	4	3	2	1	0
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Participation	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides the students with a basic understanding and appreciation for the sport of lacrosse. Students will develop skills in agility, speed, endurance, and coordination as it pertains to lacrosse. Through basic skills drills and team play, students will learn and develop a lifelong fitness activity.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Demonstrate the skill of cradling (side to side and up and down) while participating in skill building activities and game situations. (2.5.12.A.1)**
- 2. Demonstrate the skill of passing (underhand and overhead) while participating in skill building activities and game situations. (2.5.12.A.1)**
- 3. Demonstrate the skill of shooting while participating in skill building activities and game situations. (2.5.12.A.1)**
- 4. Demonstrate knowledge and understanding of the rules of the game while participating in a lacrosse game situation. (2.5.12.B.1, 2.5.12.C.2)**
- 5. Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination. (2.5.12.A.2, 2.6.12.A.4)**
- 6. Apply defensive strategies in game situations. (2.5.12.B.1)**
- 7. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the game of lacrosse.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skill of cradling using relay races and line drills.
2. Students will practice the skill of passing using a combination of line drills, fitness games and relay races integrating different passing techniques.
3. Students will practice shooting by having “lacrosse target practice” (targets suspended from the lacrosse nets).
4. Explain the difference between man and zone defense.
5. Explain the rules and importance of team work when playing a game.
6. Teachers will need lacrosse sticks, lacrosse balls, tennis balls, lacrosse nets, targets, and cones.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate how to cradle, pass, and shoot during skill development drills.
- Demonstrate knowledge and understanding of the rules of the game while participating in a lacrosse game situation.
- Develop awareness of the skills related to fitness components of agility, speed, reaction time, and coordination while participating in a lacrosse game situation.
- Apply defensive strategies in game situations.
- Demonstrate the ability to follow all safety rules and instructions.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric (see attached) to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Sport Evaluation

Knowledge of rules	5	4	3	2	1	0
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Skills Necessary for Play	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Sportsmanship	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides the students with the opportunity to develop a basic understanding and appreciations of square dance, line dance, and social dance as a means of recreation. Students will develop a sense of rhythm and be able to execute basic dance maneuvers as they pertain to each area of dance.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. What is the minimum amount of exercise I can do to stay physically fit?4. How do I develop an appropriate personal fitness program and find the motivation to commit to it?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.4. Developing and implementing a program that utilizes appropriate training principals is necessary for lifetime fitness.5. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.6. Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

- 1. Demonstrate proper dance steps and dance skills. (2.5.12.A.1)**
- 2. Decipher various directions/calls during music. (2.5.12.A.4)**
- 3. Integrate timing and skills to music. (2.5.12.A.3)**
- 4. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)**

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

Students will engage with the following text:

****No text used****

Students will write:

Students will create group dance presentations. The students will be responsible for writing, performing, and teaching a dance. The dance will consist of moves learned during the unit and the dance must meet specified length requirements (length determined by teacher).

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will learn basic dance etiquette (manors, language, grand march, honors, etc..).
2. Students will learn basic dance steps as they pertain to each song.
3. Students will learn timing and how to integrate dance moves into songs.
4. Students will perform active listening to follow along to the calls of each song.
5. Teacher will need a compact disc player, various musical compact discs (or comparable formats), and a microphone (optional).

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate proper etiquette during dance.
- Demonstrate basic dance steps (do si do, grand right and left, grapevine, etc..).
- Actively listen and be able to perform correct dance moves as the follow along with the song calls.
- Follow safety rules and regulations as they pertain to dance.

Accommodations/Modifications:

Summative Assessments: Optional fitness testing, standard physical education assessment rubric

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of dance through daily routines and performances.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Sport Evaluation

Knowledge of rules	5	4	3	2	1	0
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Skills Necessary to perform	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Attitude	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: Team Games is a unit where students have the opportunity to develop a basic understanding and appreciation for several invasion games including Floor Hockey, Team Handball, Speed Ball, End Ball, Indoor Soccer, etc. It allows students to demonstrate physical skills needed to effectively participate in a myriad of game situations. On a cognitive level, it allows students to demonstrate knowledge of the rules of the game, the importance of team play, strategy, and sportsmanship. Students are exposed to a larger sampling of team games than a traditional unit.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Understand and demonstrate the ability to follow guidelines during varying games to ensure organized and well-mannered play. (2.5.12.A.1)
2. Apply basic fitness concepts of aerobic activity to multiple team games as a means of exploring life long activities. (2.5.12.A.1)
3. Demonstrate the knowledge of rules and strategy for invasion games coupled with the ability to apply those rules during skilled play. (2.5.12.A.1)

4. Develop awareness for the skills related to hand-eye coordination reaction time and power. (2.5.12.A.1)
5. Demonstrate sportsmanship throughout game situations. (2.5.12.B.1, 2.5.12.C.2)
6. Acquire basic cooperative skills and strategy needed to be successful within the rules of several different games. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the games of the unit

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skill occupying empty space to create offensive advantage

2. Students will practice the skill defending a single opponent, by shadowing students during tag games
3. Students will develop invasion game strategies to help move the ball offensively.
4. Explain the rules and importance of team work when playing a game.
5. Students will demonstrate substitution methods when appropriate in the game.
6. Students will understand the nuances of both “Zone” and “man to man” defensive strategy.
7. Teachers will need several different types of equipment including goals, playground balls cones, hockey sticks, and pennies.

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: Observation of skills and understanding of the rules during practice drills, as well as, game situations.

SWBAT:

Understand and demonstrate the ability to follow guidelines during varying games to ensure organized and well-mannered play.

Apply basic fitness concepts of aerobic activity to multiple team games as a means of exploring life long activities.

Demonstrate the knowledge of rules and strategy for invasion games coupled with the ability to apply those rules during skilled play.

Develop awareness for the skills related to hand-eye coordination reaction time and power.

Demonstrate sportsmanship throughout game situations.

Acquire basic cooperative skills and strategy needed to be successful within the rules of several different games.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: Tennis is an activity where students have the opportunity to develop basic understanding and appreciation for the game. It allows students to demonstrate physical skills needed to effectively participate in a game situation, such as; forehand, backhand, serving, overhead smash, drop shot, agility, reaction time and coordination. On a cognitive level, it allows students to demonstrate knowledge of the rules of the game, the importance of team play (in a doubles format), strategy, and sportsmanship.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. To what extent does strategy influence performance in competitive games and activities?4. Why do I have to show good sportsmanship and follow the rules when others do not?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. Implementing effective offensive, defensive and cooperative strategies is necessary for all players to be successful in game situations.4. 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.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Understand and be able to follow safety guidelines during tennis to ensure organized and well-mannered play. (2.5.12.A.1)
2. Have the opportunity to develop a basic understanding and appreciation for tennis as a means of fitness and lifetime act. (2.5.12.A.1)
3. Demonstrate the skills to properly serve and perform the forehand and backhand technique. (2.5.12.A.1)

4. Demonstrate the knowledge of the rules and the ability to apply those rules during skill development and games. (2.5.12.A.1)
5. Demonstrate sportsmanship throughout game situations. (2.5.12.B.1, 2.5.12.C.2)
6. Develop awareness for the skill related fitness components of eye-hand coordination, reaction time, and power. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

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 as it pertains to the game of Tennis.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

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. Students will practice the skill of the backhand volley with partner and in a group, both without a net and over a net.

3. Students will practice the skill of serving (over head) with partner and in a group, both without a net and over a net.
4. Students will practice the skill of smash over a net with proper technique.
5. Explain the rules and importance of team work when playing a game.
6. Students will demonstrate understand the proper rotation of serving and which areas are appropriate to serve to on the court.
7. Students will understand the nuances Singles and Doubles scoring systems.
8. Teachers will need Tennis racquets, tennis nets, cones, and tennis balls and tennis courts.

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: Observation of skills and understanding of the rules during practice drills, as well as, game situations.

SWBAT:

- Understand and be able to follow safety guidelines during game play to ensure organized and well-mannered play
- Have the opportunity to develop a basic understanding and appreciation for tennis as a means of fitness as a lifetime activity
- Demonstrate the skills to properly serve and perform the forehand and backhand technique
- Demonstrate the knowledge of the rules and the ability to apply those rules during skill development and game play
- Demonstrate understanding sportsmanship throughout game situations
- Develop awareness of the skills related to fitness, hand-eye coordination, reaction time, and power

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game situations.

Accommodations/Modifications:

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: This unit provides students with a basic understanding and appreciation for weight lifting and circuit training as a means of life long fitness. Students will develop and demonstrate proper technique and safety awareness as it pertains to a workout environment. Students will develop, and follow, personalized workout routines to achieve fitness goals.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. How does effective and appropriate movement affect wellness?2. Why do I have to understand concepts of movement when I can already perform the movement?3. What is the minimum amount of exercise I can do to stay physically fit?4. Why do I have to show good sportsmanship and follow the rules when others do not?5. How do I develop an appropriate personal fitness program and find the motivation to commit to it?	Enduring Understanding(s): <ol style="list-style-type: none">1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.2. 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.3. 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.4. Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.5. Developing and implementing a program that utilizes appropriate training principals is necessary for lifetime fitness.6. Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Develop a basic understanding and appreciation for weight lifting as a means of life long fitness. (2.6.12.A.1)
2. Demonstrate the proper technique for lifting free weights and using circuit training machines. (2.5.12.A.2)
3. Develop awareness for the importance of following instructions when it pertains to technique and safety in the weight room. (2.5.12.A.2)
5. Develop awareness of the health benefits of weight lifting and circuit training. (2.6.12.A.4)
6. Demonstrate the ability to follow all safety rules and instructions. (2.5.12.C.1)
7. Develop a personalized workout or circuit training routine. (2.6.12.A.2)

Inter-Disciplinary Connections:

3.4.A - Listening, Active Listening

3.4.B - Listening, Listening Comprehension

4.2.D - Geometry and Measurement, Units of Measurement

5.7.A - Physical Science, Motion and Forces

5.7.B - Physical Science, Energy Transformation

9.2.C - Consumer, Family and Life Skills, Interpersonal Communication

Students will engage with the following text:

****No text used****

Students will write:

Students will create personalized workout plans. These workout plans will consist of goals and routines created by the students. Students will identify if they would like to tone, gain muscle mass, lose weight, etc... Implementation of these workout plans will be overseen by the teacher.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

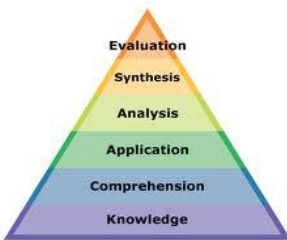
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will learn weight room etiquette and safety.
2. Students will learn the difference between reps and sets, and how each pertains to certain workout programs.
3. Students will learn the difference between free weights and machine weights.
4. Students will create a personalized workout programs based on personal fitness goals.
5. Students will learn the function off all equipment in the weight room.
6. Students will analyze personal progress throughout the marking period.
7. Teacher will need a weight room with various free weights and circuit training equipment.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

- Demonstrate proper techniques while working out.
- Follow safety rules and regulations as they pertain to the weight room.
- Adhere to personalized workout plan.

Accommodations/Modifications:

Summative Assessments: Optional fitness testing, daily log sheets, personalized progress sheets, Standard physical education assessment rubric

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the weight room through daily workout routines.

Accommodations/Modifications:

Phys.ED

Name_____

Date_____

Fitness/Weight room Evaluation

Knowledge of rules	5	4	3	2	1	0
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Knowledge of body parts being worked	5	4	3	2	1	0
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Participation	5	4	3	2	1	0
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Effort	5	4	3	2	1	0
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Total Points= _____

Grade= _____

5= Always Attempts to Demonstrate

4=Usually Attempts to Demonstrate

3=Most Often Attempts to Demonstrate

2=Sometimes Attempts to Demonstrate

1= Rarely Attempts to Demonstrate

0=Never Demonstrates

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course Title: PE 9, 10, 11, 12	Unit Summary: Wii gaming system is an activity where students have the opportunity to develop basic understanding and appreciation for sports, dancing and fitness. It allows students to demonstrate physical skills needed to effectively participate, such as; agility, speed, balance, coordination, reaction time and cardiovascular endurance. On a cognitive level, it allows students to demonstrate skills of sequencing, pattern recognition, competence and order. It also aids in improving self-esteem.
Grade Level(s): 9-12	
Essential Question(s): 1. How does effective and appropriate movement affect wellness? 2. Why do I have to understand concepts of movement when I can already perform the movement? 3. What is the minimum amount of exercise I can do to stay physically fit? 4. How do you realize age-appropriate fitness?	Enduring Understanding(s): 1. Performing movement in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. 2. 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. 3. Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. 4. Achieving and maintaining fitness requires age-appropriate intensity, duration and frequency of exercise.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

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

1. Increase cardiovascular endurance while participating on the Wii gaming system using a variety of games (Just Dance, Wii sports, Wii fit). (2.5.12.A.2, 2.6.12.A.4)
2. Apply knowledge and understanding of the rules of the games while participating in various activities. (2.5.12.B.1, 2.5.12.C.2)
3. Develop awareness of the skills related to fitness components of hand-foot-eye coordination, speed, agility, balance, and reaction time. (2.5.12.A.2, 2.6.12.A.4)

Inter-Disciplinary Connections:

3.4.A- Active listening

3.4.B- Listening comprehension

4.2.D- Units of measurement

5.7.A- Motion and forces

5.7.B- Energy transformation

9.2.C- Interpersonal communication

Students will engage with the following text:

****No text used****

Students will write:

During down time teachers will have students engage in writing activities, such as writing 3 health benefits of the specific activity (game), 3 skills enhanced through the specific game, etc.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

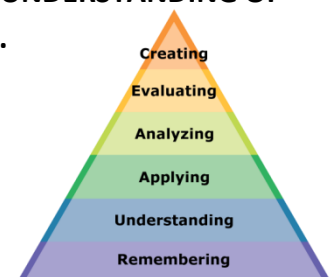
DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

1. Students will practice the skills of the sport, dancing, or fitness game off to the side if there is not a Wii controller available.
2. Explain the rules of the gaming system.
3. Teachers will need the Wii gaming system and various games, such as Just Dance, Wii sports, and Wii fit.

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: Observation of skills and understanding of the rules and regulations

SWBAT:

* demonstrate skills needed to participate in the selected game while completing one game shifts.

* demonstrate knowledge of the rules of the game while participating in one game shifts.

Accommodations/Modifications:

Summative Assessments: Teachers will use a rubric (see attached) to evaluate execution of the skills used during game play. Optional written test.

Accommodations/Modifications:

Performance Assessments: Students will perform skills and demonstrate knowledge of the rules of the game through game play during one game shifts.

Accommodations/Modifications: