



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Physical Education					
Grade Level(s):	9-12					
Duration:	Full Year:	N/A	Semester:	N/A	Marking Period:	3 Marking Periods: 9, 11, 12 2 Marking Periods: 10
Course Description:	This course is designed to promote overall fitness through daily participation in physical education activities as well as foster an appreciation of the need for lifetime fitness. Development of basic skills, effective and efficient movement as well as positive behavior and sportsmanship are key elements around which curriculum is structured. Emphasis is placed on competitive and non-competitive activities including but not limited to cooperative learning and an adventured-based project.					
Grading Procedures:	Summative: 1. 50% Preparation/Participation Formative: 1. 20% Skills/Game Play 2. 20% Written Assessments 3. 10% Fitness Assessments					
Primary Resources:	https://www.state.nj.us/education/aps/cccs/chpe/ NJSLS for Comprehensive Health/Physical Education					

Washington Township Principles for Effective Teaching and Learning

1. Implementing a standards-based curriculum
2. Facilitating a learner-centered environment
3. Using academic target language and providing comprehensible instruction
4. Adapting and using age-appropriate authentic materials
5. Providing performance-based assessment experiences
6. Infusing 21st century skills for College and Career Readiness in a global society

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Under the Direction of:	Donna Costa

Written: _____ **November 20, 2019**

Revised: _____

BOE Approval: _____

Unit Title: Fitness

Unit Description:

Students will apply fitness components (muscular strength, muscular endurance, flexibility, cardiovascular endurance and body mass index) into each lesson in physical education. Students will generate fitness related goals that will help them achieve a healthy and active lifestyle.

1. Identify the five components of fitness (DOK 1)
2. State personal fitness goals for the year (DOK 1)
3. Compare pre fitness assessment scores with post fitness assessment scores to determine areas of improvement and/or decline (DOK 2)
4. Summarize individual fitness scores after each assessment to determine fitness area according to age appropriate scores (DOK 2)
5. Construct a fitness program in relation to fitness goals for the year (DOK 3)
6. Differentiate between each component of fitness and describe the importance of each (DOK 3)
7. Analyze the success of the personal fitness program/goals (DOK 4)
8. Apply concepts of fitness through a variety of different fitness activities, individual & dual sports, team sports and cooperative learning activities (DOK 4)

Unit Duration: 3 Marking Periods: 9, 11, 12; 2 Marking Periods: 10

Desired Results

Standard(s):

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Indicators:

2.5.12.A.2: Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance

2.5.12.A.4: Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.2: Apply a variety of mental strategies to improve performance.

2.5.12.C.3: Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

2.6.12.A.1 Compare the short- and long-term impact on wellness associated with physical inactivity.

2.6.12.A.2 Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)

2.6.12.A.3 Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

Understandings:

Students will understand that...

1. There are a variety of ways to include physical fitness into everyday life. These include but are not limited to: going to the gym, going for a run, going for a hike, playing a sport, and dance.
2. Creating a personal fitness goal helps an individual meet their goals through proper implementation of skills, exercises and a personalized fitness plan.
3. Understanding the F.I.T.T. (Frequency, Intensity, Time and Type) principle will help you to create a

Essential Questions:

1. How can I include physical fitness into my everyday life?
2. How does creating a fitness goal help me?
3. How can understanding and applying the F.I.T.T. principle improve your fitness level?

<p>more effective fitness plan, customized to reaching your personal fitness goals.</p> <p>4. The five components of health-related fitness are: Cardiovascular Endurance, Muscular Endurance, Muscular Strength, Flexibility, and Body Composition.</p>	<p>4. What are the five components of health-related physical fitness?</p>
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Assessment Evidence

<p>Performance Tasks: Summative</p> <ol style="list-style-type: none"> 1. Written Test Assessment 2. Skill Test Assessment 	<p>Other Evidence: Formative</p> <ol style="list-style-type: none"> 1. Teacher Observation 2. PE Rules and Regulations 3. Preparation, Participation & Attendance
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<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Written Assessment 2. Skill Assessment (Pre/Post)

Learning Plan

<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Daily Warm-up Activities 2. Dynamic Stretching 3. Static Stretching 4. Muscular Strengthening Exercises 5. Muscular Endurance Exercises 6. Cardiovascular Endurance Exercises 7. Group Discussions 8. Teacher Lecture and Demonstrations 9. Stations 10. Circuit Training 11. F.I.T.T. lessons 12. Tabata 13. Progression Training 14. Personalized Fitness Program 15. Current Events <p>Resources:</p> <ol style="list-style-type: none"> 1. Presidential Fitness Test 2. NFL Combine Fitness Test 3. American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) (www.aapherd.org) 4. Centers for Disease Control and Prevention (2006) Physical Education Curriculum Analysis Tool. Atlanta, GA: Author (http://www.cdc.gov/HealthyYouth/physicalactivity/) 5. National Association for Sport and Physical Education (2004) Moving Toward the Future: National Standards for Physical Education. Reston, VA New Jersey Department of Education (2009) 6. Core Curriculum Content Standards in Comprehensive Health and Physical Education (www.nj.gov/education/aps/c_ccs/chpe/standards.htm) 7. Partnership for 21st Century Skills (www.21stcenturyskills.org)
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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

4.0	Students will be able to: Student is able to successfully complete 100% of the required fitness skills/components with repeated practice. Student gives maximum effort.
3.0	Students will be able to: Student is able to successfully complete 75% of the required fitness skills/components with repeated practice. Student gives good effort.
2.0	Students will be able to: Student is able to successfully complete 50% of the required fitness skills/components with repeated practice. Student gives moderate effort.
1.0	Students will be able to: Student understands the concept of each fitness skill/component when prompted but shows minimal success. Student gives minimal effort.
0.0	Even with help, no success: Student does not participate. Student gives no effort.

Unit Modifications for Special Population Students

Advanced Learners	<ol style="list-style-type: none"> 1. Assign leadership roles or utilize as a peer tutor. 2. Model behavior 3. Adjust rules to fit the needs of the learner. 4. Demonstration of activities. 5. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ol style="list-style-type: none"> 1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed 4. Modify skills per individuals needs 5. Utilize peer tutors 6. Adjust size of, or modify, equipment 7. Modify movements; break down movement into simpler steps 8. Consult IEPs and 504 Plans
English Language Learners	<ol style="list-style-type: none"> 1. Pair learner with multi-lingual or gifted and Talented Students or have peer tutors. 2. Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. 3. Allow students to take assessments with ESL teacher. 4. Provide visual cues. 5. Remediation of fundamental skills where needed. 6. Modify movements: break-down complex movements into simpler steps. 7. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. 8. Adjust rules to fit the needs of the learner. 9. Modify/remediate skills per individual student needs. 10. Consult ESL teacher, IEPs and 504 Plans as needed. 11. Provide extended time with instructor before or after school. 12. Provide study guide with highlighted sections to focus attention.
Special Needs Learners	<ol style="list-style-type: none"> 1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed

4. Modify skills per individuals needs
5. Utilize peer tutors
6. Adjust size of, or modify, equipment
7. Modify movements; break down complex movement into simpler steps
8. Consult IEPs and 504 Plans
9. Provide a study guide with highlighted sections, as needed, to meet the needs of individual students.
10. Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary, for the student to be successful
11. Allow students to take assessments with CST guidance counselor, if necessary

Interdisciplinary Connections

Indicators:

Visual & Performing Arts: 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4

Career & Life Skills: 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4

Technology: 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.18.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.2

Science: 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1

LAL: W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5

Math: S-1C.1 S-1C.3 S-CP.1 S-CP.2

Integration of 21st Century Skills

Indicators:

1. Fitness Evaluations
2. Unified Classroom
3. Office 365
4. VCR/DVD
5. YouTube
6. Mobile Applications
7. Students Personal Mobile Devices
8. Web Tools
9. Video Conferencing

Unit Title: Individual Activities

Unit Description: This unit focuses on activities that individuals can use throughout their lifetime. These activities involve skills that develop and maintain good health and wellness. Each activity involves fitness movement fundamentals, coordination, balance and focus. Social interaction allows the individual to become a socially well-adjusted and fit member of society.

1. State how individual/dual sports can become a lifelong activity. (DOK 1)
2. Identify the different activities and sports that comprise individual & dual sports (DOK 1)
3. Compare and contrast the differences between individual activities/sports and dual activities/sports (DOK 2)
4. Critique personal successes and failures in each individual/dual and team activity (DOK 3)
5. Construct accommodations for each individual/dual and team sports (DOK 3)
6. Identify and explain the influence of globalization and technology on team activities, develop rule changes to existing team activities and predict their impact on future participation and viewership. (DOK 3)
7. Identify and explain the influence of globalization and technology on individual activities, develop rule changes to existing individual activities and predict their impact on future participation and viewership. (DOK 3)
8. Assess mindfulness techniques and how they apply to individual/dual and team sports (DOK 3)
9. Investigate ways technology can enhance individual/dual and team sports (DOK 3)
10. Apply concepts for each individual/dual activity to prepare for a lifetime of healthy and active living (DOK 4)
11. Connect the five components of fitness and how they tie into individual/dual and team sports (DOK 4)

Unit Duration: 3 Marking Periods: 9, 11, 12; 2 Marking Periods: 10

Desired Results

Standard(s):

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.5.12.A.1: Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).

2.5.12.A.2: Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance

2.5.12.A.3: Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4: Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.1: Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2: Apply a variety of mental strategies to improve performance.

2.5.12.B.3: Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.2: Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3: Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

Understandings:

Students will understand that by

1. Learning and participating in lifetime or individual activities, they are building a basis to maintain a happy and healthy lifestyle both now and in the future.
2. They will be able to stay active in other ways rather than strictly focusing on individual & dual sports

Essential Questions:

1. What course of action will you take to maintain mental, physical, emotional and social health in your future?
2. How do you use these movements in every day life?
3. Individual & dual sports are life-long activities that help promote a healthy and active lifestyle.

<ol style="list-style-type: none"> 3. Why are individual & dual sports important? 4. Why are there rules for individual & dual sports? 5. How do mechanically correct movements in individual & dual sports help maintain health and fitness? 6. How can working with a partner help to improve skills? 	<ol style="list-style-type: none"> 4. Rules are an essential element in ensuring safety, fairness, and enjoyment of individual & dual sports. 5. Development of total health concepts and skills promote a healthy and active lifestyle. 6. Peer feedback, self-assessment and teamwork can all be vital into improving skills in activities that require a partner.
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Assessment Evidence

<p>Performance Tasks: Summative</p> <ol style="list-style-type: none"> 1. Written Tests 2. Teacher Observation 3. Game Play 4. Questions & Answers 5. Skills Tests 	<p>Other Evidence: Formative</p> <ol style="list-style-type: none"> 1. Teacher Observation 2. Drills 3. Practice Games 4. Attendance 5. Preparation 6. Participation
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Benchmarks:

1. Pre and Post Testing
2. Skill Assessments and Written Assessments

Learning Plan

Learning Activities:
Individual Activities includes but is not limited to the following:

1. Badminton
2. Pickle-Ball
3. Spike-Ball
4. Baggo
5. Ladder Ball
6. Ultimate Frisbee
7. Kan Jam
8. Ping Pong
9. Shuffle-Board
10. Bowling
11. Tennis
12. Etc.

Resources:

1. American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) (www.aapherd.org)
2. Centers for Disease Control and Prevention (2006) Physical Education Curriculum Analysis Tool. Atlanta, GA: Author (<http://www.cdc.gov/HealthyYouth/physicalactivity/>)
3. National Association for Sport and Physical Education (2004) Moving Toward the Future: National Standards for Physical Education. Reston, VA New Jersey Department of Education (2009)
4. Core Curriculum Content Standards in Comprehensive Health and Physical Education (www.nj.gov/education/aps/c_ccs/chpe/standards.htm)
5. Partnership for 21st Century Skills (www.21stcenturyskills.org)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

4.0	Students will be able to: Student demonstrates proper skills with few observable errors, Student demonstrates play and transitions from offense to defense smoothly, Student plays with few or no errors in scoring, terminology, etiquette and rules of game, Demonstrates appropriate team/individual behavior. Prevents or resolves conflicts without teacher interventions
3.0	Students will be able to: Student demonstrates a few skills in a game, Student demonstrates play but transitions from offense to defense is slower and less decisive, Student applies major rules, but makes minor errors in rules, scoring and/or terminology Demonstrates appropriate team/individual behavior while showing respect for others
2.0	Students will be able to: Student demonstrates ineffective and inconsistent skills, Student demonstrates little or no strategy in movement from offense to defense, Student demonstrates an understanding of general concepts but needs to correctly apply rules, maintains self-control but is inconsistent in energy and fair play
1.0	With help, partial success at level 2.0 content and level 3.0 content: Student demonstrates little or no skills, Student does not assist in either scoring or defending, relies on others to play and score correctly. Incorrect application of rules, terminology and strategy, Lacks self-control. Needs others' encouragement to play in a safe and energetic manner
0.0	Even with help, no success Student does not participate, Student goes out of his/her way to let opponent score, shows no regard to rules and strategies involved to be successful, Has no empathy for others' safety or feelings.

Unit Modifications for Special Population Students

Advanced Learners	<ol style="list-style-type: none"> 1. Assign leadership roles or utilize as a peer tutor. 2. Model behavior 3. Adjust rules to fit the needs of the learner. 4. Demonstration of activities. 5. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ol style="list-style-type: none"> 1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed 4. Modify skills per individuals needs 5. Utilize peer tutors 6. Adjust size of, or modify, equipment 7. Modify movements; break down movement into simpler steps 8. Consult IEPs and 504 Plans
English Language Learners	<ol style="list-style-type: none"> 1. Pair learner with multi-lingual or gifted and Talented Students or have peer tutors. 2. Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. 3. Allow students to take assessments with ESL teacher. 4. Provide visual cues. 5. Remediation of fundamental skills where needed. 6. Modify movements: break-down complex movements into simpler steps. 7. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. 8. Adjust rules to fit the needs of the learner. 9. Modify/remediate skills per individual student needs. 10. Consult ESL teacher, IEPs and 504 Plans as needed.

	11. Provide extended time with instructor before or after school. 12. Provide study guide with highlighted sections to focus attention.
Special Needs Learners	1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed 4. Modify skills per individuals needs 5. Utilize peer tutors 6. Adjust size of, or modify, equipment 7. Modify movements; break down complex movement into simpler steps 8. Consult IEPs and 504 Plans 9. Provide a study guide with highlighted sections, as needed, to meet the needs of individual students. 10. Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary, for the student to be successful 11. Allow students to take assessments with CST guidance counselor, if necessary

Interdisciplinary Connections

Indicators:

Visual & Performing Arts: 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4

Career & Life Skills: 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4

Technology: 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.18.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.2

Science: 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1

LAL: W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5

Math: S-1C.1 S-1C.3 S-CP.1 S-CP.2

Integration of 21st Century Skills

Indicators:

1. Fitness Evaluations
2. Unified Classroom
3. Office 365
4. VCR/DVD
5. YouTube
6. Mobile Applications
7. Students Personal Mobile Devices
8. Web Tools
9. Video Conferencing

Unit Title: Team Sports

Unit Description:

Students will understand the basic fundamentals and rules of team sports so that they can be better participants and more educated spectators in their future lives. They will understand that working with others and encouraging teamwork and sportsmanship will build confidence and support within a group.

1. Participate in developmentally appropriate activities (DOK 1)
2. Develop and reinforce cooperative behavior through various team sports (DOK 2)
3. Demonstrate and apply movement patterns (overhead striking, change of direction, etc.) from one game, sport, dance, or recreational activity to another. (DOK 2)
4. Identify and demonstrate appropriate and effective offensive, defensive and cooperative strategies that can be utilized during team activities. (DOK 3)
5. Participate in various team and individual activities to construct lifelong fitness goals (DOK 3)
6. Describe and analyze factors that influence both intrinsic and extrinsic motivation (positive mental attitudes, competent skill levels, teamwork) and how they affect individual and team effectiveness. (DOK 4)

Unit Duration: 3 Marking Periods: 9, 11, 12; 2 Marking Periods: 10

Desired Results

Standard(s):

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

Indicators:

2.5.12.A.1: Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.2: Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance

2.5.12.A.3: Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

2.5.12.A.4: Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

2.5.12.B.1: Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2: Apply a variety of mental strategies to improve performance.

2.5.12.B.3: Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.2: Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.5.12.C.3: Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.

Understandings:

Students will understand that...

1. It is important to understand that various movement skills can be transferred from one game to another in order to be successful while playing a particular game. An example would be tennis to badminton.
2. Implementing offensive and defensive strategy into games improves performance by increasing the individual team players ability to work as a unit to achieve a common goal.
3. By understanding good sportsmanship, rules and safety you can enhance your social interaction,

Essential Questions:

1. Why is it important to understand the meaning of movement skills during individual or team sports?
2. How can implementing offensive and defensive strategies improve performance?
3. How can understanding sportsmanship, rules and safety carry over into everyday life?

<p>ethical behavior and cooperation skills to become a productive member of a community. Team sports can benefit the overall health of an individual by improving cardiovascular fitness, muscular strength and muscular endurance. individual or team sports can benefit the overall health of an individual by improving cardiovascular fitness, muscular strength and muscular endurance.</p> <p>4. Individual or team sports can benefit the overall health of an individual by improving cardiovascular fitness, muscular strength and muscular endurance.</p> <p>5. Individual or team sports can help to build life skills, such as: cooperation, communication, social skills.</p>	<p>4. How can individual or team sports help to improve lifelong physical fitness?</p> <p>5. How can individual or team sports relate to life skills?</p>
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Assessment Evidence

<p>Performance Tasks:</p> <ol style="list-style-type: none"> 1. Written Assessment 2. Skill Assessment 	<p>Other Evidence:</p> <ol style="list-style-type: none"> 1. Teacher Observation 2. PE Rules and Regulations 3. Preparation, Participation, Attendance
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<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Written Assessment 2. Skill Assessment
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Learning Plan

<p>Learning Activities:</p> <ol style="list-style-type: none"> 1. Daily Warm-up Activities 2. Dynamic and Static Stretching 3. Muscular Strengthening Exercises 4. Group Discussions 5. Teacher Lecture and Demonstrations 6. Study Guides 7. Student Demonstrations 8. Student Modeling (highly skilled players) 9. Individual, Partner and/or Group Skills/Drills 10. Offensive & Defensive Techniques 11. Team Skills & Drills Lines/Circles 12. Relays Skill/Drill Stations 13. Circuit Training 14. Position Work 15. Individual and Team Scrimmages/Modified Games/Regular Games 16. Tournament Schedule 17. Students Officiate Games Ability Grouping and Differentiated Instruction <p>Resources:</p> <ol style="list-style-type: none"> 1. American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) (www.aahperd.org) 2. Centers for Disease Control and Prevention (2006) Physical Education Curriculum Analysis Tool. Atlanta, GA: Author (http://www.cdc.gov/HealthyYouth/physicalactivity/) 3. National Association for Sport and Physical Education (2004) Moving Toward the Future: National Standards for Physical Education. Reston, VA New Jersey Department of Education (2009) 4. Core Curriculum Content Standards in Comprehensive Health and Physical Education (www.nj.gov/education/aps/c_ces/chpe/standards.htm) 5. Partnership for 21st Century Skills (www.21stcenturyskills.org)
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Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.	
4.0	Students will be able to: Student demonstrates proper skills with few observable errors, Student demonstrates play and transitions from offense to defense smoothly, Student plays with few or no errors in scoring, terminology, etiquette and rules of game, Demonstrates appropriate team/individual behavior. Prevents or resolves conflicts without teacher interventions
3.0	Students will be able to: Student demonstrates a few skills in a game, Student demonstrates play but transitions from offense to defense is slower and less decisive, Student applies major rules, but makes minor errors in rules, scoring and/or terminology Demonstrates appropriate team/individual behavior while showing respect for others
2.0	Students will be able to: Student demonstrates ineffective and inconsistent skills, Student demonstrates little or no strategy in movement from offense to defense, Student demonstrates an understanding of general concepts but needs to correctly apply rules, maintains self-control but is inconsistent in energy and fair play
1.0	With help, partial success at level 2.0 content and level 3.0 content: Student demonstrates little or no skills, Student does not assist in either scoring or defending, relies on others to play and score correctly. Incorrect application of rules, terminology and strategy, Lacks self-control. Needs others' encouragement to play in a safe and energetic manner
0.0	Even with help, no success Student does not participate, Student goes out of his/her way to let opponent score, shows no regard to rules and strategies involved to be successful, Has no empathy for others' safety or feelings

Unit Modifications for Special Population Students

Advanced Learners	<ol style="list-style-type: none"> 1. Assign leadership roles or utilize as a peer tutor. 2. Model behavior 3. Adjust rules to fit the needs of the learner. 4. Demonstration of activities. 5. Help instruct less proficient, Struggling Learners, English Language Learners, and/or Special Education Students
Struggling Learners	<ol style="list-style-type: none"> 1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed 4. Modify skills per individuals needs 5. Utilize peer tutors 6. Adjust size of, or modify, equipment 7. Modify movements; break down movement into simpler steps 8. Consult IEPs and 504 Plans
English Language Learners	<ol style="list-style-type: none"> 1. Pair learner with multi-lingual or gifted and Talented Students or have peer tutors. 2. Provide ESL teacher with study guides and curriculum needs, as needed, throughout the course. 3. Allow students to take assessments with ESL teacher. 4. Provide visual cues. 5. Remediation of fundamental skills where needed. 6. Modify movements: break-down complex movements into simpler steps. 7. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings, and additional time for written assessments. 8. Adjust rules to fit the needs of the learner. 9. Modify/remediate skills per individual student needs. 10. Consult ESL teacher, IEPs and 504 Plans as needed.

	11. Provide extended time with instructor before or after school. 12. Provide study guide with highlighted sections to focus attention.
Special Needs Learners	1. Instructional Adjustments: Modifications, student difficulties, possible misunderstandings 2. Adjust rules to fit the needs of the learner. 3. Remediation of fundamental skills where needed 4. Modify skills per individuals needs 5. Utilize peer tutors 6. Adjust size of, or modify, equipment 7. Modify movements; break down complex movement into simpler steps 8. Consult IEPs and 504 Plans 9. Provide a study guide with highlighted sections, as needed, to meet the needs of individual students. 10. Provide modified tests and/or additional time for written assessments and/or allow students to use the study guide if necessary for the student to be successful 11. Allow students to take assessments with CST guidance counselor, if necessary

Interdisciplinary Connections

Indicators:

Visual & Performing Arts: 1.1.12.A.1 1.2.12.A.1 1.3.12.A.1 1.3.12.A.2 1.1.12.A.4

Career & Life Skills: 9.1.12.A.1 9.1.12.A.2 9.1.12.B.2 9.1.12.B.3 9.1.12.B.4

Technology: 8.1.12.A.1 8.1.12.A.3 8.1.12.A.4 8.1.12.B.1 8.1.12.D.2 8.1.12.E.2 8.1.12.F.1 8.1.12.F.2 8.2.12.A.1 8.2.12.B.3 8.1.8.A.1 8.1.8.A.2 8.1.8.A.5 8.1.8.B.18.1.8.C.1 8.1.8.E.1 8.1.4.A.1 8.1.4.A.2 8.1.4.A.3 8.1.4.A.4 8.1.4.A.5 8.1.4.E.2

Science: 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1

LAL: W11-12.1.A W11-12.1.C W11-12.2.A W11-12.2.C W11-12.2.C W11-12.2.E W11-12.2.F W11-12.3.A W11-12.3.C W11-12.3.E W11-12.4 W11-12-6 W11-12.7 W11-12.8 W11-12.10 RL11-12.1 RL11-12.2 RL11-12.4 RL11-12.5

Math: S-1C.1 S-1C.3 S-CP.1 S-CP.2

Integration of 21st Century Skills

Indicators:

1. Fitness Evaluations
2. Unified Classroom
3. Office 365
4. VCR/DVD
5. You Tube
6. Mobile Applications
7. Students Personal Mobile Devices
8. Web Tools
9. Video Conferencing

Unit Title: Project Adventure

Unit Description:

The Project Adventure Curriculum is a required program for all students during one marking period of physical education class. The goals of Project Adventure are to increase the participant's sense of personal confidence, to increase mutual support within a group, to develop an increased level of agility and physical coordination, to develop an increased joy in one's physical self and in being with others and to develop an increased appreciation of the environment. This is accomplished through a series of activities which include cooperative and non-traditional group games, trust activities, problem solving initiatives and Low and High Challenge Ropes Course events.

1. Repeat the order and sequence of verbal and physical directions (DOK 1)
2. Estimate the outcomes of group activities with full and partial participation (DOK 2)
3. Investigate creative solutions to group challenges and objectives (DOK 3)
4. Hypothesize the outcomes of group challenges and objectives (DOK 3)
5. Apply concepts to properly and safely climb and navigate Low and High Ropes elements (DOK 4)
6. Create and design a strategic plan to accomplish group challenges and objectives (DOK 4)

Unit Duration: 1 Marking Period

Desired Results

Standard(s):

2.2 Integrated Skills: All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

Indicators:

2.2.12.A.1 - Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.A.2 - Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts.

2.2.12.C.1 - Analyze the impact of competition on personal character development.

2.5.12.B.1 - Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.3 - Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1 - Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2 - Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.6.12.A.1 - Compare the short- and long-term impact on wellness associated with physical inactivity.

Understandings:

Students will understand that...

1. Research shows that people who participate in regular physical activity, no matter what the form, are more likely to do so because they feel comfortable and competent in movement skills.
2. Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments.
3. Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.

Essential Questions:

1. How can understanding movement concepts improve my performance?
2. How can I make movement more interesting, fun, and enjoyable?
3. How does my use of movement influence that of others?

Assessment Evidence

Performance Tasks:

1. Participate in activities that provide fun as a major component
2. Interact with group members in a non-threatening manner.
3. Participate in activities that promote eye-hand and foot-eye coordination.
4. Work at accomplishing easy, success-oriented tasks with a minimal amount of frustration, verbal interaction and decision-making skill.
5. Participate in activities that involve some sensible risks, both physical and emotional.
6. Develop an attitude in which a good effort is seen as more important than success or failure.
7. See themselves as more confident and capable in front of others.
8. Play cooperatively and in support of others.
9. Demonstrate the ability to listen, cooperate and compromise with group members.
10. Participate in debriefing discussions following various activities.
11. Demonstrate proper spotting techniques.
12. Learn and build trust in their physical and emotional safety to others through a series of activities which involve asking some physical and/o emotional risks.
13. Practice their rope skills and coil making skills to master the harness for climbing.
14. Demonstrate the correct technique for tying various knots needed for participation in high ropes events.
15. Develop and demonstrate leadership skills
16. Recite the necessary commands between the climber and belayer that must be completed before a climb begins.

Other Evidence:

1. Formative:
 - a. Teacher Observation
 - b. Student Participation
 - c. Student Demonstration
 - d. Student Explanation
 - e. Cooperative Learning (Peer)
2. Summative:
 - a. Project Adventure Written Test
 - b. Harness Skills Test
 - c. Rope Coil Skills Test

Benchmarks:

1. Physical Education Final

Learning Plan**Learning Activities:**

1. Brief description of Project Adventure and an overview of the course.
2. Explain the Full Value Contract
3. Icebreakers/Cooperative and Non-Traditional Games, (including but not limited to): Follow Directions, Name Game, Categories, Birthday Line-up, Tag Games, Moon Ball, Hoop Games, Gotcha, Warp Speed, Disappearing Islands, Chicken Baseball
4. Trust Activities (including but not limited to): Yurt Circle, Ready Aim Fire, Partner Lean/Fall, Spotting Techniques, The Gauntlet, Minefield, Blind Trust Walk, Willow in the Wind, Levitation, Trust Falls
5. Group Initiatives (including but not limited to): When Do I Go? Ship to Shore, Stepping Stones, The Meuse, Pipeline, Turnstile, The Rock
6. Ropes School Training: Rope Coil, Square Knot, Safety Knot, Studebaker Knot
7. Low Ropes Challenge Events: Horizontal Climbing Wall, Mohawk Walk, Whale Watch, Swinging Tires, Niches, Spider Web, Levitation, Vertical Climbing Wall
8. Manufactured Harness Training
9. Explanation and Demonstration of climbing equipment

10. High Elements (including but not limited to): Burma Bridge, Catwalk, Multi line traverse, Centipede, Jacob's ladder, Vertical Playpen, Lilly Pads, Zip Line, Pamper Pole, Climbing Wall

Resources:

1. www.theadventureproject.org
2. www.pa.org
3. www.pecentral.org
4. American Alliance for Health, Physical Education, Recreation and Dance (AAHPRED) (www.aapherd.org)
5. Quicksilver
6. Silver Bullets
7. Cowstails and Cobras
8. Innovative Games
9. Team Building Through Physical Challenge
10. Ropes Course Safety Manual
11. Adventure Programming Workshop Manual
12. Adventure Curriculum for PE.
13. Swiss Seat Rope/Harness
14. Manufactured Harnesses
15. Belay Ropes
16. Carabineers
17. Stich Plate and Pyramid Friction Belay Devices
18. Helmets
19. Gloves

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

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- 2.6 Fitness: All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle

4.0	Students will be able to: Student demonstrates proper skills with few observable errors, Student demonstrates transitions from leader to participant is slower and less decisive, Student participates with few or no errors in terminology, etiquette, and rules of game/element, Demonstrates appropriate team/individual behavior, Prevents or resolves conflicts without teacher interventions
3.0	Students will be able to: Student demonstrates a few skills in a game, Student demonstrates play but transitions from leader to participant is slower and less decisive, Student applies major rules, but makes minor errors in rules, scoring and/or terminology Demonstrates appropriate team/individual behavior while showing respect for others
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Science: 5.1.12.C.1 5.1.12.D.1 5.2.4.E.4 5.2.2.E.1 5.2.6.E.1 5.2.12.E.2 5.4.2.F.1

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