## **Branchburg Township Public Schools**

Office of Curriculum and Instruction Grade 6 Physical Education Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2020 New Jersey Student Learning Standards in Physical Education

| Curriculum Scope and Sequence |                    |                           |           |
|-------------------------------|--------------------|---------------------------|-----------|
| Content Area                  | Physical Education | Course Title/Grade Level: | 6th grade |

|                | Topic/Unit Name   | Suggested Pacing (Days/Weeks) |
|----------------|---|-------------------------------|
| Topic/Unit #1  | Introduction/Establishing PE Expectations/Locker Room<br>Procedures/Cooperative Games | 6                             |
| Topic/Unit #2  | Soccer/Cooperative Games/Wellness and Fitness Days                                    | 15                            |
| Topic/Unit #3  | Flag Football/Cooperative Games/Wellness and Fitness<br>Days                          | 15                            |
| Topic/Unit #4  | Pickleball/Cooperative Games/Wellness and Fitness Days                                | 15                            |
| Topic/Unit #5  | Basketball/Fitness Stations-FITT Principle/Yoga Practice                              | 27                            |
| Topic/Unit #6  | Volleyball/Fitness Stations-FITT Principle/Yoga Practice                              | 27                            |
| Topic/Unit #7  | Floor Hockey/Fitness Stations-FITT Principle/Yoga Practice                            | 27                            |
| Topic/Unit #8  | Diamond Sports/Cooperative Games/Wellness and Fitness<br>Days                         | 15                            |
| Topic/Unit #9  | Badminton/Cooperative Games/Wellness and Fitness Days                                 | 15                            |
| Topic/Unit #10 | Recreation Games/Cooperative Games/Wellness and<br>Fitness Days                       | 15                            |
| Topic/Unit #11 | Review of Team Sports   | 9                             |

| Topic/Unit 1<br>Title   | Introduction/Establishing PE Expectations/Locker Room<br>Procedures/Cooperative Games |   | Approximate Pacing   | 6   |  |
|---|---|---|--|---|--|
|   | STANDARDS   |   |  |   |  |
|   | NJSL  | S PE  |  |   |  |
| 2.1.8.SSH.3: Den  | nonstrate communication skills that will support he                                   | ealthy relation   | onships  |   |  |
| 2.1.8.PGD.1: Exp  | plain how appropriate health care can promote pers                                    | sonal health  |  |   |  |
| 2.1.8.EH.1: Com   | pare and contrast stress management strategies th                                     | at are used   | to address various types of stre   | ss-induced  |  |
| situations (e.g.,   | academics, family, personal relationships, finances                                   | s, celebratio   | ns, violence).   |   |  |
| 2.1.8.EH.2: Analy   | yze how personal attributes, resiliency, and protect                                  | ive factors s   | support mental and emotional he  | ealth.  |  |
| 2.2.8.MSC.1: Exp  | plain and demonstrate the transition of movement s                                    | skills from is  | solated settings (e.g., skill practi   | ce) into applied  |  |
|   | ames, sports, dance, recreational activities).  |   |  |   |  |
|   | ectively manage emotions during physical activity                                     | (e.g., anger,   | frustration, excitement) in a safe   | e manner to self and  |  |
| others.   |   |   |  |   |  |
|   | Interdisciplinary Connections: 21st Century Skills:                                   |   |  |   |  |
| <ul> <li>ELA Connection: L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</li> <li>(Ex. PE Word Wall - show the students and others in the building how much vocabulary is taught in PE, words such as 'accuracy, endurance, resistance'.)</li> <li>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship between healthy behaviors and personal health. (Ex. Students will understand the importance of exercising and active play)</li> </ul> |   | leadership<br>work, and<br>Students d                         | valuate communication, collabo<br>skills that can be developed thr<br>extracurricular activities for use<br>levelop skills in critical thinking,<br>olving that will aid in their future | ough school, home,<br>in a career. (Ex.<br>collaboration, and |  |
| Technology Standards:   |   |   | Career Ready Practice  | s:  |  |
| 8.2.8.ED.2: Identi  | fy the steps in the design process that could be used                                 | CRP1. Act   | as a responsible and contributir   | ng citizen and  |  |
| to solve a probler  | n. (Ex. When developing and analyzing skills,   | employee. (Ex. Students will use and apply physical education |  | <pre>/ physical education</pre>                               |  |
| teachers or stud  | ents can take a few videos to show the growth   | and health  | skills acquired to promote healt   | thy lifestyles and  |  |
| process.)   |   | lifelong lea  | arning.)   |   |  |

| the use of a product or system<br>analyzing skills, teachers or stu<br>show the growth process.) | udents can take a few videos to   | CRP4. Communicate clearly and effectively and with reason.<br>(Ex. Career-ready individuals will be able to effectively<br>communicate in written and non-written forms by applying<br>techniques acquired throughout physical education and health)   |
|--|---|--|
| UNIT/TOF   | PIC ESSENTIAL QUESTIONS AND E   | NDURING OBJECTIVES/UNDERSTANDINGS  |
| How do I respect all classmates<br>How do you inform your teache                                 | him/herself in class and the locker<br>s, regardless of ability?<br>er of having a music lesson?<br>and collaboratively with others to b                      | room?<br>e successful in Cooperative Games?  |
|  | STUDENT LEARN   | ING OBJECTIVES   |
| Key K  | nowledge  | Process/Skills/Procedures/Application of Key Knowledge   |
| Students will know:<br>Expectations<br>Procedures<br>Problem Solving<br>Sportsmanship            |   | Students will be able to:<br>SWBAT Understand classroom and locker room procedures<br>SWBAT Understand how to properly conduct oneself and treat<br>others<br>SWBAT Work either individually or in a group setting to<br>accomplish a task<br>SWBAT Identify when sportsmanship is needed during class |
|  | ASSESSMENT  | OF LEARNING  |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                        | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing |  |

| Formative Assessments                   | Fist of Five  |
|---|---|
| (Ongoing assessments during             | Four Corners  |
| the learning period to inform           | Observations  |
| instruction)                            | Show of Hands   |
|   | Teach a Friend  |
|   | Thumbs Up, Thumbs Down  |
|   | Turn and Talk   |
|   | Discussions   |
|   | Questions and Answer  |
|   | Student Observation   |
|   | Class Discussion  |
|   | Exit Tickets  |
|   | Skill Testing   |
|   | Written Tests/Quizzes   |
|   | Fitness Statistics  |
| Alternative Assessments (Any            |   |
| learning activity or assessment         |   |
| that asks students to <i>perform</i> to | Peer Assessments  |
| demonstrate their knowledge,            |   |
| understanding and proficiency)          |   |
| Benchmark Assessments                   |   |
| (used to establish baseline             |   |
| achievement data and                    | Dre/Deat Assessments, Eitness Testing, EITT Drinsinle, Dregressive Overland |
| measure progress towards                | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |
| grade level standards; given            |   |
| 2-3 X per year)                         |   |
|   | RESOURCES   |
| Core instructional materials:           |   |
| Textbooks, computer lab, variou         | us Physical Education equipment, music                                      |
| Supplemental materials:                 |   |
| openphysed.org                          |   |
| pecentral.org                           |   |
| pecentialory                            |   |

shapeamerica.org

**Modifications for Learners** 

See <u>appendix</u>

| Topic/Unit 2<br>Title                | Soccer/Cooperative Games/Wellness and Fitness Days  | Approximate Pacing                          | 15                    |
|--------------------------------------|---|---|-----------------------|
|                                      | STANDARDS   |   |                       |
|                                      | NJSLS PE  |   |                       |
| -                                    | plain and demonstrate the transition of movement skills from is   | solated settings (e.g., skill practi        | ce) into applied      |
|                                      | ames, sports, dance, recreational activities).  |   |                       |
| 2.2.8.MSC.2: Der<br>environments.    | monstrate control of motion in relationship between force, flow   | <i>ı</i> , time, and space in interactive o | dynamic               |
|                                      | eate and demonstrate planned movement sequences, individua<br>sical activities (e.g., creative, cultural, social, fitness aerobics, o | •   | mpo, beat, rhythm,    |
| 2.2.8.MSC.4: An                      | alyze, and correct movements and apply to refine movement s   | kills.                                      |                       |
| 2.2.8.MSC.5: Pre                     | edict the impact of rules, etiquette, procedures, and sportsman   | ship on players' behavior in sma            | all groups and large  |
| teams during ph                      | iysical activities and games.   |   |                       |
| 2.2.8.MSC.6: De                      | monstrate offensive, defensive, and cooperative strategies in a   | variety of games and settings.              |                       |
| 2.2.8.MSC.7: Effe<br>others.         | ectively manage emotions during physical activity (e.g., anger,   | frustration, excitement) in a saf           | e manner to self and  |
| 2.2.8.PF.1: Sumr<br>activity.        | narize the short and long-term physical, social, mental, and en   | notional health benefits of regula          | r physical fitness    |
| 2.2.8.PF.2: Reco                     | gnize and involve others of all ability levels into a physical acti   | vity.                                       |                       |
| -                                    | ement and assess the effectiveness of a fitness plan based on<br>tor health/fitness indicators before, during, and after the workc    | -   | one's personal fitnes |
|                                      | evidence to predict how factors such as health status, body co  |   | ntal conditions.      |
|                                      | anabolic steroids, physical activity, and lifestyle behaviors imp   | •   |                       |
| • •                                  | lop and build an effective movement and physical fitness voca   | -   | members that can      |
| 2.2.8.LF.2: Expla<br>one's lifetime. | in the importance of assuming responsibility for personal hea   | th behaviors through physical a             | ctivity throughout    |
| 2.2.8.LF.3: Explo                    | ore by leading self and others to experience and participate in o   | lifferent cultures' physical fitnes         | s activities.         |
| 2.2.8.LF.4: Identi activities.       | fy and recognize factors that generate positive emotions from   | participating in movement and               | ohysical fitness      |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Technology Standards:   | Career Ready Practices:  |
| 8.2.8.ED.2: Identify the steps in the design process that could be<br>used to solve a problem. (Ex. When developing and analyzing<br>skills, teachers or students can take a few videos to show the<br>growth process.)   | CRP1. Act as a responsible and contributing citizen and<br>employee. (Ex. Students will use and apply physical education<br>and health skills acquired to promote healthy lifestyles and<br>lifelong learning.)<br>CRP4. Communicate clearly and effectively and with reason.  |

| 8.2.8.ED.5: Explain the need for optimization in a design process.      | (Ex. Career-ready individuals will be able to effectively                           |  |  |
|---|---|--|--|
| (Ex. Class discussion on new versions of equipment and their            | communicate in written and non-written forms by applying                            |  |  |
| impact on performance)  | techniques acquired throughout physical education and health)                       |  |  |
|   |   |  |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand        |   |  |  |
| was modified to meet a new demand and led to a new product.             |   |  |  |
| (Ex. Class discussion about who are the important "team                 |   |  |  |
| members" that contribute to product design and changes".)               |   |  |  |
|   |   |  |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND E                                    |   |  |  |
| Can students apply skills, rules and knowledge to game situations       |   |  |  |
| Compare and contrast participating in a team and individual sport       |   |  |  |
| How do the rules and regulations of the game affect team strategy       |   |  |  |
| What is the importance of applying rules, regulations, procedures,      | and sportsmanship into gameplay?  |  |  |
| Can students work cooperatively to accomplish various tasks?            |   |  |  |
| How is cooperation beneficial during cooperative activities?            |   |  |  |
| How does participation in a variety of activities lead to an active lif | estvle?   |  |  |
| How can you apply cooperative team concepts into social interacti       | •   |  |  |
|   |   |  |  |
| Analyze the components of a successful personal training program        | n   |  |  |
| How can you improve your current level of physical fitness?             |   |  |  |
| What are the benefits of an active lifestyle, and how can you apply     | •   |  |  |
| What are the components of FITT and how can they be applied to a        |   |  |  |
| What factors influence physical activity choices and explain strate     | gies to overcome obstacles to yield optimum personal physical                       |  |  |
| fitness levels?   |   |  |  |
| STUDENT LEARNING OBJECTIVES   |   |  |  |
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge                              |  |  |
| Students will know:   | Students will be able to:   |  |  |
| Apply the basic skills required to compete in the various team          | Students will be able to.<br>SWBAT demonstrate various sport skills, rules and game |  |  |
| sports  | strategy.   |  |  |

| How to apply the rules and procedures of each team sport          | SWBAT apply appropriate skills to participate in team sports    |
|---|---|
| Apply the team concepts to improve performance                    | SWBAT utilize appropriate drills to improve performance         |
|   | SWBAT successfully compete in both team and individual          |
| How to utilize cooperation to be successful in team activities    | setting   |
| How to include a variety of activities into their lifestyle       | SWBAT compare and contrast competing in team and                |
| How to apply safety rules and procedures into activities          | individual settings   |
| How to create and utilize a individualized health fitness plan    | SWBAT apply problem solving concepts and strategies during      |
| How to set realistic personal goals and design a personal fitness | activities  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with             |
| How they can measure their current level of physical fitness, and | teammates during team activities or sports                      |
| develop strategies and methods to improve personal fitness level  | SWBAT compare and contrast skills from various sports           |
| The physiological responses to a developmentally appropriate      |   |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                   |
|   | SWBAT make personal fitness choices by comparing and            |
| Rules and Boundaries  | contrasting the components of health related fitness            |
| Positions   | SWBAT Create an individualized life fitness plan and continue   |
| Scoring   | to assess it to make appropriate changes                        |
| Dribbling   | SWBAT apply the components of FITT into their own lifestyle     |
| Dribbling skills  |   |
| Dribbling games   | SWBAT Identify what each line on the soccer field represents    |
| Passing Introduction and activities                               | on paper  |
| Trapping  | SWBAT Name all the positions on the soccer field on paper       |
| Passing and trapping games  | SWBAT understand how each position functions                    |
| Shooting Introduction   | SWBAT demonstrate where to strike the ball to keep it on the    |
| Shooting games  | ground using dominant and non dominant foot.                    |
| Shooting practice with games                                      | SWBAT demonstrate where to strike the ball to make it go in the |
| Shooting in small-sided games                                     | air from 15 yards away using dominant and non dominant foot.    |
| Small-sided games   | SWBAT demonstrate where to strike the ball on their foot to     |
|   | punt the ball.  |
|   | SWBAT Understand the difference between the 2 types of throw    |
| Cristiano Rolando - Professional Soccer Soccer Player - From      | ins.  |
| Portugal  | SWBAT demonstrate dribble-speed and control                     |

| Lionel Messi - Professional So  | cer Player - From Argentina   | SWBAT understand how to shoot the ball on goal using a<br>dominant and non dominant foot from ten yards away.SWBAT demonstrate trapping the ball using dominant and non<br>dominant footSWBAT demonstrate an understanding of teamwork<br>SWBAT demonstrate an understanding of leadership skills<br>SWBAT demonstrate communication skills<br>SWBAT demonstrate listening skills<br>SWBAT demonstrate proper exercise technique<br>SWBAT demonstrate an understanding of the FITT principle<br>SWBAT demonstrate an understanding of progressive overload<br>SWBAT demonstrate an understanding of progressive overload<br>SWBAT demonstrate an understanding of what exercise<br>strengthens and improves what fitness component |
|---|---|--|
| _   | ASSESSMEN   | T OF LEARNING  |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                             | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing     |  |
| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction) | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer |  |

|  | Student Observation<br>Class Discussion<br>Exit Tickets<br>Skill Testing<br>Written Tests/Quizzes<br>Fitness Statistics |  |  |
|--|---|--|--|
| Alternative Assessments (Any learning activity or assessment |   |  |  |
| that asks students to <i>perform</i> to                      | Peer Assessments  |  |  |
| demonstrate their knowledge,                                 |   |  |  |
| understanding and proficiency)                               |   |  |  |
| Benchmark Assessments  |   |  |  |
| (used to establish baseline                                  |   |  |  |
| achievement data and   | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload   |  |  |
| measure progress towards                                     |   |  |  |
| grade level standards; given                                 |   |  |  |
| 2-3 X per year)  | RESOURCES   |  |  |
| Core instructional materials:                                |   |  |  |
|  | us Physical Education equipment, music  |  |  |
| Supplemental materials:                                      |   |  |  |
| openphysed.org   |   |  |  |
| pecentral.org  |   |  |  |
| shapeamerica.org   |   |  |  |
| Modifications for Learners                                   |   |  |  |
| See <u>appendix</u>  |   |  |  |
|  |   |  |  |

| Topic/Unit 3<br>Title             | Flag Football/Cooperative Games/Wellness and Fitness<br>Days   | Approximate Pacing                  | 15                     |
|-----------------------------------|--|-------------------------------------|------------------------|
|                                   | STANDARDS  |                                     |                        |
|                                   | NJSLS PE   |                                     |                        |
| 2.2.8.MSC.1: Exp                  | plain and demonstrate the transition of movement skills from is  | solated settings (e.g., skill pract | ice) into applied      |
|                                   | ames, sports, dance, recreational activities).   |                                     |                        |
| 2.2.8.MSC.2: Der<br>environments. | monstrate control of motion in relationship between force, flow  | , time, and space in interactive    | dynamic                |
| 2.2.8.MSC.3: Cre                  | eate and demonstrate planned movement sequences, individua   | lly and with others, based on te    | empo, beat, rhythm,    |
|                                   | sical activities (e.g., creative, cultural, social, fitness aerobics, o  |                                     |                        |
|                                   | alyze, and correct movements and apply to refine movement sl   |                                     |                        |
|                                   | edict the impact of rules, etiquette, procedures, and sportsman<br>sysical activities and games.                                   | ship on players' behavior in sm     | all groups and large   |
| • •                               | monstrate offensive, defensive, and cooperative strategies in a  | variety of games and settings.      |                        |
|                                   | ectively manage emotions during physical activity (e.g., anger,  |                                     | fe manner to self and  |
| 2.2.8.PF.1: Sumr activity.        | narize the short and long-term physical, social, mental, and em  | otional health benefits of regula   | ar physical fitness    |
| 2.2.8.PF.2: Reco                  | gnize and involve others of all ability levels into a physical acti  | vity.                               |                        |
| -                                 | ement and assess the effectiveness of a fitness plan based on<br>tor health/fitness indicators before, during, and after the worko |                                     | one's personal fitness |
|                                   | evidence to predict how factors such as health status, body co   |                                     | ntal conditions        |
|                                   | anabolic steroids, physical activity, and lifestyle behaviors impa   | • • •                               | •                      |
| • •                               | op and build an effective movement and physical fitness voca   | -                                   |                        |
|                                   | in the importance of assuming responsibility for personal heal   | th behaviors through physical a     | activity throughout    |
|                                   | ore by leading self and others to experience and participate in c  | lifferent cultures' physical fitnes | ss activities.         |
|                                   | fy and recognize factors that generate positive emotions from  |                                     |                        |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Technology Standards:   | Career Ready Practices:  |
| 8.2.8.ED.2: Identify the steps in the design process that could be<br>used to solve a problem. (Ex. When developing and analyzing<br>skills, teachers or students can take a few videos to show the<br>growth process.)   | CRP1. Act as a responsible and contributing citizen and<br>employee. (Ex. Students will use and apply physical education<br>and health skills acquired to promote healthy lifestyles and<br>lifelong learning.)  |

| 8.2.8.ED.5: Explain the need for optimization in a design process.<br>(Ex. Class discussion on new versions of equipment and their<br>impact on performance)  | CRP4. Communicate clearly and effectively and with reason.<br>(Ex. Career-ready individuals will be able to effectively<br>communicate in written and non-written forms by applying<br>techniques acquired throughout physical education and health) |
|---|--|
| 8.2.8.NT.4: Explain how a product designed for a specific demand  |  |
| was modified to meet a new demand and led to a new product.<br>(Ex. Class discussion about who are the important "team  |  |
| members" that contribute to product design and changes".)   |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND E  | NDURING OBJECTIVES/UNDERSTANDINGS  |
| Can students apply skills, rules and knowledge to game situations   |  |
| Compare and contrast participating in a team and individual sport   |  |
| How do the rules and regulations of the game affect team strategy   |  |
| What is the importance of applying rules, regulations, procedures,  | and sportsmanship into gameplay?   |
| Can students work cooperatively to accomplish various tasks?<br>How is cooperation beneficial during cooperative activities?<br>How does participation in a variety of activities lead to an active lift<br>How can you apply cooperative team concepts into social interaction<br>Analyze the components of a successful personal training program<br>How can you improve your current level of physical fitness?<br>What are the benefits of an active lifestyle, and how can you apply<br>What are the components of FITT and how can they be applied to a<br>What factors influence physical activity choices and explain strate<br>fitness levels? | ons and relationships?<br>n<br>them to your life?<br>a physical fitness program?<br>gies to overcome obstacles to yield optimum personal physical  |
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge   |
| Students will know:   | Students will be able to:  |
| Apply the basic skills required to compete in the various team sports   | Students will be able to:<br>SWBAT demonstrate various sport skills, rules and game<br>strategy.   |

| How to apply the rules and procedures of each team sport          | SWBAT apply appropriate skills to participate in team sports    |  |
|---|---|--|
| Apply the team concepts to improve performance                    | SWBAT utilize appropriate drills to improve performance         |  |
|   | SWBAT successfully compete in both team and individual          |  |
| How to utilize cooperation to be successful in team activities    | setting   |  |
| How to include a variety of activities into their lifestyle       | SWBAT compare and contrast competing in team and                |  |
| How to apply safety rules and procedures into activities          | individual settings   |  |
| How to create and utilize a individualized health fitness plan    | SWBAT apply problem solving concepts and strategies during      |  |
| How to set realistic personal goals and design a personal fitness | activities  |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with             |  |
| How they can measure their current level of physical fitness, and | teammates during team activities or sports                      |  |
| develop strategies and methods to improve personal fitness level  | SWBAT compare and contrast skills from various sports           |  |
| The physiological responses to a developmentally appropriate      |   |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                   |  |
|   | SWBAT make personal fitness choices by comparing and            |  |
| Introduction: chasing. fleeing, dodging                           | contrasting the components of health related fitness            |  |
| Throwing and catching   | SWBAT Create an individualized life fitness plan and continue   |  |
| Basics of Passing   | to assess it to make appropriate changes                        |  |
| Grips and passing   | SWBAT apply the components of FITT into their own lifestyle     |  |
| Target passing - on the move                                      |   |  |
| Passing routes  | SWBAT Catch the football 5 out of ten times while using proper  |  |
| Catching overhand and underhand                                   | form and technique during the skills test.                      |  |
| Catching with and without a defender                              | SWBAT Successfully complete 4 flyes, square in and out, or      |  |
| Guarding and marking  | curl patterns while running the directed length during engaged  |  |
| Guarding against the pass and defending                           | activity time.  |  |
| Man defense   | SWBAT Properly execute 4 out of ten passes by leading their     |  |
| Running and hand-offs   | partner with the football during a route pattern.               |  |
| Running, hiking, and hand-offs                                    | SWBAT Receive 3 out of 5 handoffs from partner while showing    |  |
| Running backs: tossing and receive                                | proper grip, shoulder position, and increasing the speed at the |  |
| Avoid the tackler/juke moves                                      | time of hand-off.   |  |
| Flag pulling  | SWBAT Combine all areas of offensive strategies and game        |  |
| Flag pulling: tracking an opponent, rangle pursuits               | play into a game of 5 on 5 flag football                        |  |
| Small sided games   | SWBAT Apply defensive strategies of man to man coverage         |  |
|   | into a game of flag football                                    |  |

| he was physically big and pow<br>Jay Ajayi - First Professional F<br>Heines Ward - South Korean-A     | ootball Player from Nigeria<br>frican American Football Player -   |
|---|--|
| born in South Korea (Mom - So<br>American)  | uth Korean; Dad - African  |
|   | ASSESSMENT OF LEARNING   |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                             | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing  |
| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction) | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer<br>Student Observation<br>Class Discussion<br>Exit Tickets<br>Skill Testing<br>Written Tests/Quizzes<br>Fitness Statistics |

| Alternative Assessments (Any            |   |  |  |
|---|---|--|--|
| learning activity or assessment         |   |  |  |
| that asks students to <i>perform</i> to | Peer Assessments  |  |  |
| demonstrate their knowledge,            |   |  |  |
| understanding and proficiency)          |   |  |  |
| Benchmark Assessments                   |   |  |  |
| (used to establish baseline             |   |  |  |
| achievement data and                    | Bro/Bost Assossments: Eitness Testing EITT Brinsiple, Brogressive Overland  |  |  |
| measure progress towards                | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |  |
| grade level standards; given            |   |  |  |
| 2-3 X per year)                         |   |  |  |
|   | RESOURCES   |  |  |
| Core instructional materials:           |   |  |  |
| Textbooks, computer lab, variou         | us Physical Education equipment, music                                      |  |  |
|   |   |  |  |
| Supplemental materials:                 |   |  |  |
| openphysed.org                          |   |  |  |
| pecentral.org                           |   |  |  |
| shapeamerica.org                        |   |  |  |
|   |   |  |  |
| Modifications for Learners              |   |  |  |
| See <u>appendix</u>                     |   |  |  |
|   |   |  |  |

| Topic/Unit 4<br>Title                | Pickleball/Cooperative Games/Wellness and Fitness Days   | Approximate Pacing                  | 15                    |
|--------------------------------------|--|-------------------------------------|-----------------------|
|                                      | STANDARDS  |                                     |                       |
|                                      | NJSLS PE   |                                     |                       |
| -                                    | plain and demonstrate the transition of movement skills from is  | solated settings (e.g., skill pract | ice) into applied     |
|                                      | ames, sports, dance, recreational activities).   |                                     |                       |
| 2.2.8.MSC.2: De environments.        | monstrate control of motion in relationship between force, flow  | , time, and space in interactive    | dynamic               |
| 2.2.8.MSC.3: Cre                     | eate and demonstrate planned movement sequences, individua   | lly and with others, based on te    | mpo, beat, rhythm,    |
| music, and phy៖                      | sical activities (e.g., creative, cultural, social, fitness aerobics, c  | lance, yoga).                       |                       |
| 2.2.8.MSC.4: An                      | alyze, and correct movements and apply to refine movement sl   | kills.                              |                       |
|                                      | edict the impact of rules, etiquette, procedures, and sportsmans   | ship on players' behavior in sma    | all groups and large  |
| • •                                  | nysical activities and games.  |                                     |                       |
|                                      | monstrate offensive, defensive, and cooperative strategies in a  |                                     |                       |
| 2.2.8.MSC.7: Eff<br>others.          | ectively manage emotions during physical activity (e.g., anger,  | frustration, excitement) in a saf   | e manner to self and  |
| 2.2.8.PF.1: Sumr activity.           | marize the short and long-term physical, social, mental, and em  | otional health benefits of regula   | ar physical fitness   |
| 2.2.8.PF.2: Reco                     | gnize and involve others of all ability levels into a physical acti  | vity.                               |                       |
| -                                    | ement and assess the effectiveness of a fitness plan based on<br>tor health/fitness indicators before, during, and after the worko |                                     | one's personal fitnes |
|                                      | evidence to predict how factors such as health status, body cor  |                                     | ntal conditions,      |
| healthy eating, a                    | anabolic steroids, physical activity, and lifestyle behaviors impa   | act personal fitness and health.    |                       |
| 2.2.8.LF.1: Deve<br>enhance wellnes  | lop and build an effective movement and physical fitness vocal<br>ss.  | bulary for self, peers, and family  | members that can      |
| 2.2.8.LF.2: Expla<br>one's lifetime. | ain the importance of assuming responsibility for personal heal  | th behaviors through physical a     | activity throughout   |
| 2.2.8.LF.3: Explo                    | ore by leading self and others to experience and participate in d  | lifferent cultures' physical fitnes | ss activities.        |
| 2.2.8.LF.4: Ident<br>activities.     | ify and recognize factors that generate positive emotions from   | participating in movement and       | physical fitness      |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout games and make comparisons across a bracket to determine movement onto future rounds or additional games.)  |  |

| Technology Standards:   | Career Ready Practices:   |  |
|---|---|--|
| 8.2.8.ED.2: Identify the steps in the design process that could be  | CRP1. Act as a responsible and contributing citizen and   |  |
| used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the  | employee. (Ex. Students will use and apply physical education<br>and health skills acquired to promote healthy lifestyles and |  |
| growth process.)  | lifelong learning.)   |  |
| g p   | CRP4. Communicate clearly and effectively and with reason.  |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.  | (Ex. Career-ready individuals will be able to effectively   |  |
| (Ex. Class discussion on new versions of equipment and their  | communicate in written and non-written forms by applying  |  |
| impact on performance)  | techniques acquired throughout physical education and health)   |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand  |   |  |
| was modified to meet a new demand and led to a new product.   |   |  |
| (Ex. Class discussion about who are the important "team   |   |  |
| members" that contribute to product design and changes".)   |   |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND EI   | NDURING OBJECTIVES/UNDERSTANDINGS   |  |
| Can students apply skills, rules and knowledge to game situations   |   |  |
| Compare and contrast participating in a team and individual sport?  |   |  |
| How do the rules and regulations of the game affect team strategy?<br>What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay? |   |  |
|   | and oportonianomp into gamopiay.  |  |
| Can students work cooperatively to accomplish various tasks?  |   |  |
| How is cooperation beneficial during cooperative activities?  |   |  |
| How does participation in a variety of activities lead to an active lifestyle?  |   |  |
| How can you apply cooperative team concepts into social interactions and relationships?   |   |  |
| Analyze the components of a successful personal training program  |   |  |
| How can you improve your current level of physical fitness?   |   |  |
| What are the benefits of an active lifestyle, and how can you apply   |   |  |
| What are the components of FITT and how can they be applied to a  | physical fitness program?   |  |

What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNING OBJECTIVES   |   |  |  |
|---|---|--|--|
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge                |  |  |
| Students will know:   | Students will be able to:   |  |  |
| Apply the basic skills required to compete in the various team sports   | SWBAT demonstrate various sport skills, rules and game strategy.      |  |  |
| How to apply the rules and procedures of each team sport  | SWBAT apply appropriate skills to participate in team sports          |  |  |
| Apply the team concepts to improve performance  | SWBAT utilize appropriate drills to improve performance               |  |  |
|   | SWBAT successfully compete in both team and individual                |  |  |
| How to utilize cooperation to be successful in team activities  | setting   |  |  |
| How to include a variety of activities into their lifestyle   | SWBAT compare and contrast competing in team and                      |  |  |
| How to apply safety rules and procedures into activities  | individual settings   |  |  |
| How to create and utilize a individualized health fitness plan<br>How to set realistic personal goals and design a personal fitness | SWBAT apply problem solving concepts and strategies during activities |  |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with                   |  |  |
| How they can measure their current level of physical fitness, and   | teammates during team activities or sports                            |  |  |
| develop strategies and methods to improve personal fitness level<br>The physiological responses to a developmentally appropriate    | SWBAT compare and contrast skills from various sports                 |  |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                         |  |  |
|   | SWBAT make personal fitness choices by comparing and                  |  |  |
| Underhand serve   | contrasting the components of health related fitness                  |  |  |
| forehand hit  | SWBAT Create an individualized life fitness plan and continue         |  |  |
| Backhand hit  | to assess it to make appropriate changes                              |  |  |
| Dink  | SWBAT apply the components of FITT into their own lifestyle           |  |  |
| Overhead smash  |   |  |  |
| Lob   | SWBAT demonstrate an understanding of teamwork                        |  |  |
| Volleys   | SWBAT demonstrate an understanding of leadership skills               |  |  |
| Ground strokes  | SWBAT demonstrate communication skills                                |  |  |
| Rules and boundaries  | SWBAT demonstrate listening skills                                    |  |  |
| Paddle safety   | SWBAT demonstrate proper exercise technique                           |  |  |
| How to build pickleball equipment/nets together   | SWBAT demonstrate an understanding of the FITT principle              |  |  |

| Women's Single Champion - 20  | om Brazil - 2017 USAPA National<br>18 Doubles Champion<br>er made pickleball history as the<br>t the Minto US OPEN Pickleball<br>n Senior Pro Singles, Women's<br>t the 2018 Minto US OPEN, she              | SWBAT demonstrate an understanding of progressive overloadSWBAT demonstrate an understanding of what exercisestrengthens and improves what fitness componentSWBAT demonstrate the forehand hitSWBAT demonstrate the backhand hitSWBAT demonstrate the overhead smashSWBAT demonstrate the lobSWBAT demonstrate an understanding of a volleySWBAT demonstrate an understanding of ground strokesSWBAT demonstrate an understanding of ground strokesSWBAT demonstrate an understanding of the rules andboundariesSWBAT demonstrate an understanding of paddle safety |
|---|--|---|
|   | ASSESSMENT   | OF LEARNING   |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                             | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing  |   |
| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction) | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer<br>Student Observation<br>Class Discussion |   |

|                                  | Exit Tickets  |  |
|----------------------------------|---|--|
|                                  | Skill Testing   |  |
|                                  | Written Tests/Quizzes   |  |
|                                  | Fitness Statistics  |  |
| Alternative Assessments (Any     |   |  |
| learning activity or assessment  |   |  |
| that asks students to perform to | Peer Assessments  |  |
| demonstrate their knowledge,     |   |  |
| understanding and proficiency)   |   |  |
| Benchmark Assessments            |   |  |
| (used to establish baseline      |   |  |
| achievement data and             |   |  |
| measure progress towards         | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |
| grade level standards; given     |   |  |
| 2-3 X per year)                  |   |  |
|                                  | RESOURCES   |  |
| Core instructional materials:    |   |  |
|                                  | us Physical Education equipment, music                                      |  |
|                                  |   |  |
| Supplemental materials:          |   |  |
| openphysed.org                   |   |  |
| pecentral.org                    |   |  |
| shapeamerica.org                 |   |  |
|                                  |   |  |
|                                  | Modifications for Learners  |  |
| See appendix                     |   |  |

| Topic/Unit 5<br>Title                | Basketball/Fitness Stations-FITT Principle/Yoga Practice  | Approximate Pacing                        | 27                    |
|--------------------------------------|---|---|-----------------------|
|                                      | STANDARDS   |   |                       |
|                                      | NJSLS PE  |   |                       |
| 2.2.8.MSC.1: Exp                     | plain and demonstrate the transition of movement skills from is   | solated settings (e.g., skill pract       | ice) into applied     |
| settings (e.g., ga                   | ames, sports, dance, recreational activities).  |   |                       |
| 2.2.8.MSC.2: Der<br>environments.    | monstrate control of motion in relationship between force, flow   | <i>ı</i> , time, and space in interactive | dynamic               |
|                                      | eate and demonstrate planned movement sequences, individua<br>sical activities (e.g., creative, cultural, social, fitness aerobics, o | •   | empo, beat, rhythm,   |
| 2.2.8.MSC.4: An                      | alyze, and correct movements and apply to refine movement sl  | kills.                                    |                       |
| 2.2.8.MSC.5: Pre                     | edict the impact of rules, etiquette, procedures, and sportsman   | ship on players' behavior in sm           | all groups and large  |
| teams during ph                      | nysical activities and games.   |   |                       |
| 2.2.8.MSC.6: De                      | monstrate offensive, defensive, and cooperative strategies in a   | variety of games and settings.            |                       |
| 2.2.8.MSC.7: Effe                    | ectively manage emotions during physical activity (e.g., anger,   | frustration, excitement) in a sat         | e manner to self and  |
| 2.2.8.PF.1: Sumr activity.           | narize the short and long-term physical, social, mental, and em   | notional health benefits of regula        | ar physical fitness   |
| 2.2.8.PF.2: Reco                     | gnize and involve others of all ability levels into a physical acti   | vity.                                     |                       |
|                                      | ute the primary principles of training (FITT) and technology for  |   |                       |
|                                      | rs, heart rate monitors, health tracking systems, wearable tech   |   | •                     |
| -                                    | ement and assess the effectiveness of a fitness plan based on<br>tor health/fitness indicators before, during, and after the worko    | -   | one's personal fitnes |
| 2.2.8.PF.5: Use e                    | evidence to predict how factors such as health status, body co  | mposition, interests, environme           | ntal conditions,      |
| healthy eating, a                    | anabolic steroids, physical activity, and lifestyle behaviors impa  | act personal fitness and health.          |                       |
| 2.2.8.LF.1: Devel<br>enhance wellnes | lop and build an effective movement and physical fitness vocal<br>ss.   | bulary for self, peers, and family        | / members that can    |
| 2.2.8.LF.2: Expla one's lifetime.    | in the importance of assuming responsibility for personal heal  | th behaviors through physical a           | activity throughout   |
| 2 2 8   E 3. Evolo                   | ore by leading self and others to experience and participate in <b>c</b>  | lifferent cultures' physical fitnes       | se activitios         |

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout   |  |

| games and make comparisons across a bracket to determine movement onto future rounds or additional games.)   |   |  |
|--|---|--|
| Technology Standards:  | Career Ready Practices:   |  |
| 8.2.8.ED.2: Identify the steps in the design process that could be   | CRP1. Act as a responsible and contributing citizen and   |  |
| used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the   | employee. (Ex. Students will use and apply physical education<br>and health skills acquired to promote healthy lifestyles and |  |
| growth process.)   | lifelong learning.)   |  |
|  | CRP4. Communicate clearly and effectively and with reason.  |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.   | (Ex. Career-ready individuals will be able to effectively   |  |
| (Ex. Class discussion on new versions of equipment and their   | communicate in written and non-written forms by applying  |  |
| impact on performance)   | techniques acquired throughout physical education and health)   |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand   |   |  |
| was modified to meet a new demand and led to a new product.  |   |  |
| (Ex. Class discussion about who are the important "team  |   |  |
| members" that contribute to product design and changes".)  |   |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS  |   |  |
| Can students apply skills, rules and knowledge to game situations?   |   |  |
| Compare and contrast participating in a team and individual sport?   |   |  |
| How do the rules and regulations of the game affect team strategy What is the importance of applying rules, regulations, procedures,   |   |  |
|  |   |  |
| Can students work cooperatively to accomplish various tasks?   |   |  |
| How is cooperation beneficial during cooperative activities?   |   |  |
| How does participation in a variety of activities lead to an active lifestyle?   |   |  |
| How can you apply cooperative team concepts into social interactions and relationships?  |   |  |
| Analyze the components of a successful personal training program   |   |  |
| How can you improve your current level of physical fitness?  |   |  |
| What are the benefits of an active lifestyle, and how can you apply them to your life?<br>What are the components of FITT and how can they be applied to a physical fitness program? |   |  |
| what are the components of Firlf and now can they be applied to a  | a physical hilless program:   |  |

What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNING OBJECTIVES  |   |  |
|--|---|--|
| Key Knowledge  | Process/Skills/Procedures/Application of Key Knowledge  |  |
| Students will know:  | Students will be able to:   |  |
| Apply the basic skills required to compete in the various team                     |   |  |
| sports   | SWBAT demonstrate various sport skills, rules and game  |  |
| How to apply the rules and procedures of each team sport                           | strategy.   |  |
| Apply the team concepts to improve performance                                     | SWBAT apply appropriate skills to participate in team sports<br>SWBAT utilize appropriate drills to improve performance |  |
| How to utilize cooperation to be successful in team activities                     | SWBAT successfully compete in both team and individual  |  |
| How to include a variety of activities into their lifestyle                        | setting   |  |
| How to apply safety rules and procedures into activities                           | SWBAT compare and contrast competing in team and individual settings  |  |
| How to create and utilize a individualized health fitness plan                     |   |  |
| How to set realistic personal goals and design a personal fitness                  | SWBAT apply problem solving concepts and strategies during  |  |
| plan to reach them   | activities  |  |
| How they can measure their current level of physical fitness, and                  | SWBAT develop and apply cooperative strategies with   |  |
| develop strategies and methods to improve personal fitness level                   | teammates during team activities or sports  |  |
| The physiological responses to a developmentally appropriate physical fitness plan | SWBAT compare and contrast skills from various sports   |  |
|  | SWBAT pursue realistic physical fitness goals   |  |
| dribbling with dominant hand   | SWBAT make personal fitness choices by comparing and  |  |
| two hand bounce pass   | contrasting the components of health related fitness  |  |
| two hand chest pass  | SWBAT Create an individualized life fitness plan and continue   |  |
| set shot   | to assess it to make appropriate changes  |  |
| jump shot  | SWBAT apply the components of FITT into their own lifestyle   |  |
| dominant hand lay-up   |   |  |
| man to man defense   | SWBAT demonstrate a controlled dominant hand dribble  |  |
| rules of the game  | SWBAT demonstrate a controlled non dominant hand dribble  |  |
| Boundaries   | SWBAT demonstrate a speed dribble   |  |
| Names of the lines on the court  | SWBAT demonstrate a crossover dribble   |  |

| Modified games                |                       | SW/BAT domonstrate a spin dribble  |
|-------------------------------|-----------------------|--|
| Modified games                |                       | SWBAT demonstrate a spin dribble<br>SWBAT demonstrate a bounce pass using correct form |
|                               |                       | •  |
|                               |                       | SWBAT demonstrate a chest pass using correct form                                      |
|                               |                       | SWBAT demonstrate a set shot using correct form  |
|                               |                       | SWBAT demonstrate a jump shot using correct form                                       |
|                               |                       | SWBAT demonstrate a lay-up using their dominant hand with<br>correct form              |
|                               |                       | SWBAT demonstrate man to man defence using correct form                                |
|                               |                       | SWBAT explain and abide by the rules for a 3vs3 half court                             |
|                               |                       | basketball game  |
|                               |                       | SWBAT explain and abide by the rules for a 4vs4 half court                             |
|                               |                       | game   |
|                               |                       |  |
|                               |                       | SWBAT demonstrate an understanding of teamwork   |
|                               |                       | SWBAT demonstrate an understanding of leadership skills                                |
|                               |                       | SWBAT demonstrate communication skills   |
|                               |                       | SWBAT demonstrate listening skills   |
|                               |                       | SWBAT demonstrate proper exercise technique  |
|                               |                       | SWBAT demonstrate an understanding of the FITT principle                               |
|                               |                       | SWBAT demonstrate an understanding of progressive overload                             |
|                               |                       | SWBAT demonstrate an understanding of what exercise                                    |
|                               |                       | strengthens and improves what fitness component  |
|                               |                       | SWBAT demonstrate different yoga poses correctly                                       |
|                               | ASSESSMENT            | OF LEARNING  |
| Summative Assessment          | Skill assessment      |  |
| (Assessment at the end of the | Self-evaluations      |  |
| learning period)              | Class participation   |  |
|                               | Preparation           |  |
|                               | Effort                |  |
|                               | Sportsmanship         |  |
|                               | Attitude              |  |
|                               | Written Tests/Quizzes |  |
|                               | Fitness Testing       |  |
|                               | v                     |  |

| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction)  | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer<br>Student Observation<br>Class Discussion<br>Exit Tickets<br>Skill Testing<br>Written Tests/Quizzes<br>Fitness Statistics |
|--|--|
| Alternative Assessments (Any<br>learning activity or assessment<br>that asks students to <i>perform</i> to<br>demonstrate their knowledge,<br>understanding and proficiency) | Peer Assessments   |
| Benchmark Assessments<br>(used to establish baseline<br>achievement data and<br>measure progress towards<br>grade level standards; given<br>2-3 X per year)                  | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload  |
|  | RESOURCES  |
| Core instructional materials:  |  |
| Textbooks, computer lab, variou  | is Physical Education equipment, music   |
| Supplemental materials:<br>openphysed.org<br>pecentral.org   |  |

shapeamerica.org

**Modifications for Learners** 

See <u>appendix</u>

| Topic/Unit 6<br>Title  | Volleyball/Fitness Stations-FITT Principle/Yoga Practice  | Approximate Pacing                  | 27                    |
|--|---|-------------------------------------|-----------------------|
|  | STANDARDS   |                                     |                       |
|  | NJSLS PE  |                                     |                       |
| 2.2.8.MSC.1: Exj   | plain and demonstrate the transition of movement skills from is   | solated settings (e.g., skill pract | ice) into applied     |
| settings (e.g., ga   | ames, sports, dance, recreational activities).  |                                     |                       |
| 2.2.8.MSC.2: Der<br>environments.  | monstrate control of motion in relationship between force, flow   | v, time, and space in interactive   | dynamic               |
| 2.2.8.MSC.3: Cre   | eate and demonstrate planned movement sequences, individua  | ally and with others, based on te   | mpo, beat, rhythm,    |
| music, and phys  | sical activities (e.g., creative, cultural, social, fitness aerobics, o   | dance, yoga).                       |                       |
| 2.2.8.MSC.4: Ana   | alyze, and correct movements and apply to refine movement s   | kills.                              |                       |
| 2.2.8.MSC.5: Pre   | edict the impact of rules, etiquette, procedures, and sportsman   | ship on players' behavior in sma    | all groups and large  |
| teams during ph  | nysical activities and games.   |                                     |                       |
|  | monstrate offensive, defensive, and cooperative strategies in a   |                                     |                       |
|  | ectively manage emotions during physical activity (e.g., anger,   | , frustration, excitement) in a saf | e manner to self and  |
| others.  |   |                                     |                       |
|  | marize the short and long-term physical, social, mental, and em   | notional health benefits of regula  | ar physical fitness   |
| activity.  |   |                                     |                       |
|  | gnize and involve others of all ability levels into a physical acti   | -                                   |                       |
|  | ute the primary principles of training (FITT) and technology for  |                                     |                       |
| (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames). |   |                                     |                       |
| -  | ement and assess the effectiveness of a fitness plan based on   | ·                                   | one's personal fitnes |
|  | tor health/fitness indicators before, during, and after the workc<br>evidence to predict how factors such as health status, body co |                                     | ntal conditions       |
|  | anabolic steroids, physical activity, and lifestyle behaviors imp   | -                                   | intal conditions,     |
| • •  | lop and build an effective movement and physical fitness voca   | -                                   | members that can      |
| enhance wellnes  |   | build y for sen, peers, and farmy   |                       |
| 2.2.8.LF.2: Expla  | in the importance of assuming responsibility for personal heal  | Ith behaviors through physical a    | ectivity throughout   |
| 1 110 11   |   |                                     |                       |
| one's lifetime.  |   |                                     |                       |

2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout   |  |

| games and make comparisons across a bracket to determine movement onto future rounds or additional games.)   |   |  |
|--|---|--|
| Technology Standards:  | Career Ready Practices:   |  |
| <ul> <li>8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</li> <li>8.2.8.ED.5: Explain the need for optimization in a design process. (Ex. Class discussion on new versions of equipment and their impact on performance)</li> <li>8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. (Ex. Class discussion about who are the important "team members" that contribute to product design and changes".)</li> </ul> | CRP1. Act as a responsible and contributing citizen and<br>employee. (Ex. Students will use and apply physical education<br>and health skills acquired to promote healthy lifestyles and<br>lifelong learning.)<br>CRP4. Communicate clearly and effectively and with reason.<br>(Ex. Career-ready individuals will be able to effectively<br>communicate in written and non-written forms by applying<br>techniques acquired throughout physical education and health) |  |
|  | NDURING OBJECTIVES/UNDERSTANDINGS   |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS<br>Can students apply skills, rules and knowledge to game situations?<br>Compare and contrast participating in a team and individual sport?<br>How do the rules and regulations of the game affect team strategy?<br>What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?   |   |  |
| Can students work cooperatively to accomplish various tasks?<br>How is cooperation beneficial during cooperative activities?<br>How does participation in a variety of activities lead to an active lifestyle?<br>How can you apply cooperative team concepts into social interactions and relationships?  |   |  |
| Analyze the components of a successful personal training program<br>How can you improve your current level of physical fitness?<br>What are the benefits of an active lifestyle, and how can you apply them to your life?  |   |  |

What are the components of FITT and how can they be applied to a physical fitness program? What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNING OBJECTIVES                                       |   |  |
|---|---|--|
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge        |  |
| Students will know:   | Students will be able to:                                     |  |
| Apply the basic skills required to compete in the various team    | SWBAT demonstrate various sport skills, rules and game        |  |
| sports  | strategy.   |  |
| How to apply the rules and procedures of each team sport          | SWBAT apply appropriate skills to participate in team sports  |  |
| Apply the team concepts to improve performance                    | SWBAT utilize appropriate drills to improve performance       |  |
|   | SWBAT successfully compete in both team and individual        |  |
| How to utilize cooperation to be successful in team activities    | setting   |  |
| How to include a variety of activities into their lifestyle       | SWBAT compare and contrast competing in team and              |  |
| How to apply safety rules and procedures into activities          | individual settings   |  |
| How to create and utilize a individualized health fitness plan    | SWBAT apply problem solving concepts and strategies during    |  |
| How to set realistic personal goals and design a personal fitness | activities  |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with           |  |
| How they can measure their current level of physical fitness, and | teammates during team activities or sports                    |  |
| develop strategies and methods to improve personal fitness level  | SWBAT compare and contrast skills from various sports         |  |
| The physiological responses to a developmentally appropriate      |   |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                 |  |
|   | SWBAT make personal fitness choices by comparing and          |  |
| over head set   | contrasting the components of health related fitness          |  |
| underhand serve   | SWBAT Create an individualized life fitness plan and continue |  |
| Forearm pass  | to assess it to make appropriate changes                      |  |
| rotation  | SWBAT apply the components of FITT into their own lifestyle   |  |
| rules and boundaries  |   |  |
| modified games (newcomb)  | SWBAT Apply movement concepts and principles to the           |  |
| modified equipment (Volleyball size)                              | learning and development of motor skills                      |  |
| Let ball on serve   | SWBAT Demonstrate an understanding and respect for            |  |
| teamwork  | differences among people in physical activity settings        |  |

| positions      | SWBAT Understand that physical activity provides  |
|----------------|---|
| anticipation   | opportunities for enjoyment, challenge, self-expression, ans  |
| overhand serve | social interactions   |
|                | SWBAT Demonstrate competency in many and proficiency in a   |
|                | few movement forms  |
|                | SWBAT Exhibit a physically active lifestyle   |
|                | SWBAT Compare and contrast the roles of players and   |
|                | observers in regards to proper sportsmanship and recommend  |
|                | strategies to improve these behaviors.  |
|                | SWBAT Demonstrate knowledge of rules, procedures, and   |
|                | safety concepts and apply effectively as an observer and  |
|                | participant in games, sports, and activities.   |
|                | SWBAT Demonstrate the ability to perform both offensive and   |
|                | defensive strategies in applied settings (games, sports, and  |
|                | other activities).  |
|                | SWBAT Explain and demonstrate how to control a variety of   |
|                | objects within non-competitive cooperative and competitive  |
|                | environments (apply rules) while moving in general space at   |
|                | varying pathways, directions, and speeds.   |
|                | SWBAT Explain and demonstrate how to maintain team  |
|                | possession in competitive, partner, and small group games,  |
|                | sports, and activities.   |
|                | SWBAT Explain and demonstrate specific exercises, activities,   |
|                | and strategies that will maintain or improve health and skill   |
|                | related fitness components.   |
|                | SWBAT Explain and demonstrate striking and kicking of an  |
|                | object continuously with various body parts and implements in   |
|                | games, sports, and activities.  |
|                | SWRAT domonstrate an understanding of teamwork  |
|                | SWBAT demonstrate an understanding of teamwork<br>SWBAT demonstrate an understanding of leadership skills |
|                | SWBAT demonstrate an understanding of leadership skills   |
|                |   |
|                | SWBAT demonstrate listening skills  |
|                | SWBAT demonstrate proper exercise technique   |

|   |  | SWBAT demonstrate an understanding of the FITT principle<br>SWBAT demonstrate an understanding of progressive overload<br>SWBAT demonstrate an understanding of what exercise<br>strengthens and improves what fitness component<br>SWBAT demonstrate different yoga poses correctly<br>SWBAT demonstrate proper breathing techniques |
|---|--|---|
|   | ASSESSMENT   | OF LEARNING   |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                             | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing  |   |
| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction) | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer<br>Student Observation<br>Class Discussion<br>Exit Tickets<br>Skill Testing<br>Written Tests/Quizzes<br>Fitness Statistics |   |

| Alternative Assessments (Any<br>learning activity or assessment<br>that asks students to <i>perform</i> to<br>demonstrate their knowledge,<br>understanding and proficiency) | Peer Assessments  |  |
|--|---|--|
| Benchmark Assessments<br>(used to establish baseline<br>achievement data and<br>measure progress towards<br>grade level standards; given<br>2-3 X per year)                  | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |
|  | RESOURCES   |  |
| Core instructional materials:<br>Textbooks, computer lab, various Physical Education equipment, music  |   |  |
| Supplemental materials:<br>openphysed.org<br>pecentral.org   |   |  |
| shapeamerica.org   |   |  |
| Modifications for Learners   |   |  |
| See appendix   |   |  |

| Topic Unit 7<br>Title  | Floor Hockey/Fitness Stations-FITT Principle/Yoga Practice   | Approximate Pacing                 | 27                    |
|--|--|------------------------------------|-----------------------|
|  | STANDARDS  |                                    |                       |
|  | NJSLS PE   |                                    |                       |
| 2.2.8.MSC.1: Ex  | plain and demonstrate the transition of movement skills from is  | olated settings (e.g., skill pract | ice) into applied     |
| settings (e.g., g  | ames, sports, dance, recreational activities).   |                                    |                       |
| 2.2.8.MSC.2: De environments.  | monstrate control of motion in relationship between force, flow  | , time, and space in interactive   | dynamic               |
|  | eate and demonstrate planned movement sequences, individua   | •                                  | empo, beat, rhythm,   |
| -  | sical activities (e.g., creative, cultural, social, fitness aerobics, c  |                                    |                       |
|  | alyze, and correct movements and apply to refine movement sk   |                                    |                       |
|  | edict the impact of rules, etiquette, procedures, and sportsmans   | ship on players' behavior in sm    | all groups and large  |
| • •  | hysical activities and games.  |                                    |                       |
|  | monstrate offensive, defensive, and cooperative strategies in a  |                                    |                       |
| 2.2.8.MSC.7: Efl<br>others.  | fectively manage emotions during physical activity (e.g., anger,   | frustration, excitement) in a sat  | fe manner to self and |
| 2.2.8.PF.1: Sum<br>activity.   | marize the short and long-term physical, social, mental, and em  | otional health benefits of regula  | ar physical fitness   |
| 2.2.8.PF.2: Reco   | ognize and involve others of all ability levels into a physical activ  | vity.                              |                       |
|  | ute the primary principles of training (FITT) and technology for   |                                    |                       |
|  | rs, heart rate monitors, health tracking systems, wearable techr   |                                    | •                     |
| -  | lement and assess the effectiveness of a fitness plan based on<br>itor health/fitness indicators before, during, and after the worko | -                                  | one's personal fitnes |
| 2.2.8.PF.5: Use  | evidence to predict how factors such as health status, body cor  | nposition, interests, environme    | ntal conditions,      |
| healthy eating,  | anabolic steroids, physical activity, and lifestyle behaviors impa   | act personal fitness and health.   |                       |
| 2.2.8.LF.1: Deve   | lop and build an effective movement and physical fitness vocal   | oulary for self, peers, and family | y members that can    |
| enhance wellne   | SS.  |                                    |                       |
| -  | ain the importance of assuming responsibility for personal heal  | th behaviors through physical a    | activity throughout   |
| one's lifetime.  |  |                                    |                       |
| 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities. |  |                                    |                       |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.)<br>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)<br>Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex. | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Students will make observations made on how far a ball or object will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout games and make comparisons across a bracket to determine movement onto future rounds or additional games.)  |  |

| Technology Standards:  | Career Ready Practices:  |  |  |
|--|--|--|--|
| 8.2.8.ED.2: Identify the steps in the design process that could be   | CRP1. Act as a responsible and contributing citizen and            |  |  |
| used to solve a problem. (Ex. When developing and analyzing  | employee. (Ex. Students will use and apply physical education      |  |  |
| skills, teachers or students can take a few videos to show the   | and health skills acquired to promote healthy lifestyles and       |  |  |
| growth process.)   | lifelong learning.)  |  |  |
|  | CRP4. Communicate clearly and effectively and with reason.         |  |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.   | (Ex. Career-ready individuals will be able to effectively          |  |  |
| (Ex. Class discussion on new versions of equipment and their   | communicate in written and non-written forms by applying           |  |  |
| impact on performance)   | techniques acquired throughout physical education and health)      |  |  |
|  | techniques acquired throughout physical education and health)      |  |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand   |  |  |  |
| was modified to meet a new demand and led to a new product.  |  |  |  |
| (Ex. Class discussion about who are the important "team  |  |  |  |
| members" that contribute to product design and changes".)  |  |  |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND EI  |  |  |  |
|  |  |  |  |
| Can students apply skills, rules and knowledge to game situations?   |  |  |  |
|  | Compare and contrast participating in a team and individual sport? |  |  |
| How do the rules and regulations of the game affect team strategy?   |  |  |  |
| What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?                              |  |  |  |
| Can students work cooperatively to accomplish various tasks?   |  |  |  |
| How is cooperation beneficial during cooperative activities?   |  |  |  |
| How does participation in a variety of activities lead to an active life   | estvle?  |  |  |
| How can you apply cooperative team concepts into social interacti  | •  |  |  |
|  |  |  |  |
| Analyze the components of a successful personal training program   |  |  |  |
| How can you improve your current level of physical fitness?  |  |  |  |
| What are the benefits of an active lifestyle, and how can you apply them to your life?   |  |  |  |
| What are the components of FITT and how can they be applied to a physical fitness program?                                       |  |  |  |
| What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical |  |  |  |
| fitness levels?  |  |  |  |
| STUDENT LEARNING OBJECTIVES  |  |  |  |

| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge  |
|---|---|
| Students will know:   | Students will be able to:   |
| Apply the basic skills required to compete in the various team    | SWBAT demonstrate various sport skills, rules and game  |
| sports  | strategy.   |
| How to apply the rules and procedures of each team sport          | SWBAT apply appropriate skills to participate in team sports  |
| Apply the team concepts to improve performance                    | SWBAT utilize appropriate drills to improve performance<br>SWBAT successfully compete in both team and individual |
| How to utilize cooperation to be successful in team activities    | setting   |
| How to include a variety of activities into their lifestyle       | SWBAT compare and contrast competing in team and  |
| How to apply safety rules and procedures into activities          | individual settings   |
| How to create and utilize a individualized health fitness plan    | SWBAT apply problem solving concepts and strategies during  |
| How to set realistic personal goals and design a personal fitness | activities  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with   |
|   | teammates during team activities or sports  |
| How they can measure their current level of physical fitness, and | SWBAT compare and contrast skills from various sports   |
| develop strategies and methods to improve personal fitness level  |   |
| The physiological responses to a developmentally appropriate      | SWBAT pursue realistic physical fitness goals   |
| physical fitness plan   | SWBAT make personal fitness choices by comparing and  |
|   | contrasting the components of health related fitness  |
| Stick Handling  | SWBAT Create an individualized life fitness plan and continue   |
| rules   | to assess it to make appropriate changes  |
| dribbling   | SWBAT apply the components of FITT into their own lifestyle   |
| shooting  |   |
| Passing   | SWBAT demonstrate an understanding of teamwork  |
| Boundaries  | SWBAT demonstrate an understanding of leadership skills   |
| Stick safety  | SWBAT demonstrate communication skills  |
| Forearm pass/shot   | SWBAT demonstrate listening skills  |
| Backhand pass/shot  | SWBAT demonstrate proper exercise technique   |
| Wrist shot  | SWBAT demonstrate an understanding of the FITT principle  |
| teamwork  | SWBAT demonstrate an understanding of progressive overload  |
| safety  | SWBAT demonstrate an understanding of what exercise   |
| sportsmanship   | strengthens and improves what fitness component   |
|   |   |

|                               |   | SWBAT demonstrate the slap shot<br>SWBAT demonstrate the wrist shot<br>SWBAT demonstrate the backhand shot<br>SWBAT demonstrate dribbling<br>SWBAT demonstrate defensive skills<br>SWBAT demonstrate different yoga poses correctly<br>SWBAT demonstrate proper breathing techniques |
|-------------------------------|---|--|
|                               | ASSESSMENT                                  |  |
| Summative Assessment          | ASSESSMENT<br>Skill assessment              |  |
| (Assessment at the end of the | Self-evaluations                            |  |
| learning period)              | Class participation                         |  |
| loanning polloay              | Preparation                                 |  |
|                               | Effort                                      |  |
|                               | Sportsmanship                               |  |
|                               | Attitude                                    |  |
|                               | Written Tests/Quizzes                       |  |
|                               | Fitness Testing                             |  |
| Formative Assessments         | Fist of Five                                |  |
| (Ongoing assessments during   | Four Corners                                |  |
| the learning period to inform | Observations                                |  |
| instruction)                  | Show of Hands                               |  |
|                               | Teach a Friend                              |  |
|                               | Thumbs Up, Thumbs Down                      |  |
|                               | Turn and Talk                               |  |
|                               | Discussions                                 |  |
|                               | Questions and Answer<br>Student Observation |  |
|                               | Class Discussion                            |  |
|                               | Exit Tickets                                |  |
|                               | Skill Testing                               |  |
|                               | Written Tests/Quizzes                       |  |
|                               | Fitness Statistics                          |  |
|                               |   |  |

| Alternative Assessments (Any            |   |  |  |
|---|---|--|--|
| learning activity or assessment         |   |  |  |
| that asks students to <i>perform</i> to | Peer Assessments  |  |  |
| demonstrate their knowledge,            |   |  |  |
| understanding and proficiency)          |   |  |  |
| Benchmark Assessments                   |   |  |  |
| (used to establish baseline             |   |  |  |
| achievement data and                    | Pro/Post Assessments: Eithese Testing EITT Principle, Progressive Overland  |  |  |
| measure progress towards                | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |  |
| grade level standards; given            |   |  |  |
| 2-3 X per year)                         |   |  |  |
|   | RESOURCES   |  |  |
| Core instructional materials:           |   |  |  |
| Textbooks, computer lab, variou         | is Physical Education equipment, music                                      |  |  |
|   |   |  |  |
| Supplemental materials:                 |   |  |  |
| openphysed.org                          |   |  |  |
| pecentral.org                           |   |  |  |
| shapeamerica.org                        |   |  |  |
|   |   |  |  |
| Modifications for Learners              |   |  |  |
| See <u>appendix</u>                     |   |  |  |

| Topic Unit 8<br>Title  | Diamond Sports/Cooperative Games/Table Tennis/Wellness<br>and Fitness Days | Approximate Pacing                           | 15                   |
|--|--|--|----------------------|
|  | STANDARDS  |  |                      |
|  | NJSLS PE   |  |                      |
| 2.2.8.MSC.1: Ex  | plain and demonstrate the transition of movement skills from is            | solated settings (e.g., skill pract          | ice) into applied    |
| • • • •  | ames, sports, dance, recreational activities).                             |  |                      |
| 2.2.8.MSC.2: De environments.  | emonstrate control of motion in relationship between force, flow           | <i>i</i> , time, and space in interactive of | dynamic              |
| 2.2.8.MSC.3: Cr  | eate and demonstrate planned movement sequences, individua                 | lly and with others, based on te             | mpo, beat, rhythm,   |
|  | sical activities (e.g., creative, cultural, social, fitness aerobics, o    |  |                      |
|  | nalyze, and correct movements and apply to refine movement sl              |  |                      |
|  | edict the impact of rules, etiquette, procedures, and sportsman            | ship on players' behavior in sma             | all groups and large |
| • ·  | hysical activities and games.  |  |                      |
|  | emonstrate offensive, defensive, and cooperative strategies in a           |  |                      |
| 2.2.8.MSC.7: Ef<br>others.   | fectively manage emotions during physical activity (e.g., anger,           | frustration, excitement) in a saf            | e manner to self and |
| 2.2.8.PF.1: Sum activity.  | marize the short and long-term physical, social, mental, and em            | notional health benefits of regula           | ar physical fitness  |
| 2.2.8.PF.2: Reco   | ognize and involve others of all ability levels into a physical acti       | vity.  |                      |
|  | cute the primary principles of training (FITT) and technology for          |  |                      |
|  | ers, heart rate monitors, health tracking systems, wearable tech           |  | •                    |
| 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |  |  |                      |
| 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions,  |  |  |                      |
| healthy eating,  | anabolic steroids, physical activity, and lifestyle behaviors impa         | act personal fitness and health.             |                      |
| 2.2.8.LF.1: Deve<br>enhance wellne   | elop and build an effective movement and physical fitness vocal<br>ess.    | bulary for self, peers, and family           | members that can     |
| 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.   |  |  | ctivity throughout   |
| 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.   |  |  |                      |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.)<br>Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)<br>Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)  |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout games and make comparisons across a bracket to determine movement onto future rounds or additional games.)  |  |

| Technology Standards:  | Career Ready Practices:  |  |
|--|--|--|
| 8.2.8.ED.2: Identify the steps in the design process that could be   | CRP1. Act as a responsible and contributing citizen and                          |  |
| used to solve a problem. (Ex. When developing and analyzing  | employee. (Ex. Students will use and apply physical education                    |  |
| skills, teachers or students can take a few videos to show the growth process.)  | and health skills acquired to promote healthy lifestyles and lifelong learning.) |  |
| growth process.  | CRP4. Communicate clearly and effectively and with reason.                       |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.   | (Ex. Career-ready individuals will be able to effectively                        |  |
| (Ex. Class discussion on new versions of equipment and their   | communicate in written and non-written forms by applying                         |  |
| impact on performance)   | techniques acquired throughout physical education and health)                    |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand   |  |  |
| was modified to meet a new demand and led to a new product.  |  |  |
| (Ex. Class discussion about who are the important "team  |  |  |
| members" that contribute to product design and changes".)  |  |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND EI  | NDURING OBJECTIVES/UNDERSTANDINGS  |  |
| Can students apply skills, rules and knowledge to game situations  | ?  |  |
| Compare and contrast participating in a team and individual sport?   |  |  |
| How do the rules and regulations of the game affect team strategy?   |  |  |
| What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?  |  |  |
| Can students work cooperatively to accomplish various tasks?   |  |  |
| How is cooperation beneficial during cooperative activities?   |  |  |
| How does participation in a variety of activities lead to an active lifestyle?   |  |  |
| How can you apply cooperative team concepts into social interactions and relationships?  |  |  |
| Analyze the components of a successful personal training program   |  |  |
| How can you improve your current level of physical fitness?  |  |  |
| What are the benefits of an active lifestyle, and how can you apply them to your life?<br>What are the components of FITT and how can they be applied to a physical fitness program? |  |  |
| what are the components of FTTT and now can they be applied to a physical nulless program?   |  |  |

What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNING OBJECTIVES   |   |  |
|---|---|--|
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge                |  |
| Students will know:   | Students will be able to:   |  |
| Apply the basic skills required to compete in the various team sports   | SWBAT demonstrate various sport skills, rules and game strategy.      |  |
| How to apply the rules and procedures of each team sport  | SWBAT apply appropriate skills to participate in team sports          |  |
| Apply the team concepts to improve performance  | SWBAT utilize appropriate drills to improve performance               |  |
|   | SWBAT successfully compete in both team and individual                |  |
| How to utilize cooperation to be successful in team activities  | setting   |  |
| How to include a variety of activities into their lifestyle   | SWBAT compare and contrast competing in team and                      |  |
| How to apply safety rules and procedures into activities  | individual settings   |  |
| How to create and utilize a individualized health fitness plan<br>How to set realistic personal goals and design a personal fitness | SWBAT apply problem solving concepts and strategies during activities |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with                   |  |
| How they can measure their current level of physical fitness, and   | teammates during team activities or sports                            |  |
| develop strategies and methods to improve personal fitness level<br>The physiological responses to a developmentally appropriate    | SWBAT compare and contrast skills from various sports                 |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                         |  |
|   | SWBAT make personal fitness choices by comparing and                  |  |
| Catching with 2 hands   | contrasting the components of health related fitness                  |  |
| Gripping/Swinging a bat with 2 hands  | SWBAT Create an individualized life fitness plan and continue         |  |
| Alligator   | to assess it to make appropriate changes                              |  |
| Throwing form   | SWBAT apply the components of FITT into their own lifestyle           |  |
| Throwing for accuracy   |   |  |
| Rules of the game   | SWBAT demonstrate an understanding of teamwork                        |  |
| Running bases   | SWBAT demonstrate an understanding of leadership skills               |  |
| Boundaries  | SWBAT demonstrate communication skills                                |  |
| Safety  | SWBAT demonstrate listening skills                                    |  |
| Modified game (bucket ball)   | SWBAT demonstrate proper exercise technique                           |  |
| Underhand pitching form   | SWBAT demonstrate an understanding of the FITT principle              |  |

| Hitting form  |                              | SWBAT demonstrate an understanding of progressive overload |
|---|------------------------------|--|
| Planting to throw   |                              | SWBAT demonstrate an understanding of what exercise        |
| Crow hop  |                              | strengthens and improves what fitness component            |
|   |                              | SWBAT demonstrate how to catch the ball with two hands     |
|   |                              | SWBAT demonstrate how to swing the bat with two hands      |
|   |                              | SWBAT demonstrate proper hitting technique                 |
|   |                              | SWBAT demonstrate proper underhand pitching                |
|   |                              | SWBAT demonstrate the crow hop                             |
|   |                              | SWBAT demonstrate an understanding of safety               |
|   |                              | SWBAT demonstrate alligator when fielding a ball           |
|   |                              | SWBAT demonstrate proper throwing technique                |
|   |                              | SWBAT demonstrate throwing accuracy                        |
|   |                              | SWBAT demonstrate an understanding of the rules            |
|   |                              | T OF LEARNING  |
| Summative Assessment                                      | Skill assessment             |  |
| (Assessment at the end of the                             | Self-evaluations             |  |
| learning period)  | Class participation          |  |
|   | Preparation                  |  |
|   | Effort                       |  |
|   | Sportsmanship                |  |
|   | Attitude                     |  |
|   | Written Tests/Quizzes        |  |
|   | Fitness Testing              |  |
| Formative Assessments                                     | Fist of Five<br>Four Corners |  |
| (Ongoing assessments during the learning period to inform | Observations                 |  |
| instruction)  | Show of Hands                |  |
| instruction)  | Teach a Friend               |  |
|   | Thumbs Up, Thumbs Down       |  |
|   | Turn and Talk                |  |
|   | Discussions                  |  |
|   | Questions and Answer         |  |
|   | Student Observation          |  |

|   | Class Discussion  |  |
|---|---|--|
|   | Exit Tickets  |  |
|   | Skill Testing   |  |
|   | Written Tests/Quizzes   |  |
|   | Fitness Statistics  |  |
| Alternative Assessments (Any            |   |  |
| learning activity or assessment         |   |  |
| that asks students to <i>perform</i> to | Peer Assessments  |  |
| demonstrate their knowledge,            |   |  |
| understanding and proficiency)          |   |  |
| Benchmark Assessments                   |   |  |
| (used to establish baseline             |   |  |
| achievement data and                    | Des /Dest Assessments, Eiterse Testing, EITT Deissiels, Des messies, Osseland |  |
| measure progress towards                | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload   |  |
| grade level standards; given            |   |  |
| 2-3 X per year)                         |   |  |
|   | RESOURCES   |  |
| Core instructional materials:           |   |  |
| Textbooks, computer lab, variou         | is Physical Education equipment, music  |  |
|   |   |  |
| Supplemental materials:                 |   |  |
| openphysed.org                          |   |  |
| pecentral.org                           |   |  |
| shapeamerica.org                        |   |  |
|   |   |  |
| Modifications for Learners              |   |  |
| See appendix                            |   |  |

| Topic Unit 9<br>Title  | Badminton/Cooperative Games/Table Tennis/Wellness and<br>Fitness Days   | Approximate Pacing                  | 15                   |
|--|---|-------------------------------------|----------------------|
|  | STANDARDS   |                                     |                      |
|  | NJSLS PE  |                                     |                      |
| 2.2.8.MSC.1: Exp   | plain and demonstrate the transition of movement skills from is         | olated settings (e.g., skill practi | ce) into applied     |
| settings (e.g., ga   | ames, sports, dance, recreational activities).                          |                                     |                      |
| 2.2.8.MSC.2: Dei   | monstrate control of motion in relationship between force, flow         | , time, and space in interactive o  | dynamic              |
| environments.  |   |                                     |                      |
|  | eate and demonstrate planned movement sequences, individua              | •                                   | mpo, beat, rhythm,   |
|  | sical activities (e.g., creative, cultural, social, fitness aerobics, o |                                     |                      |
|  | alyze, and correct movements and apply to refine movement sl            |                                     |                      |
|  | dict the impact of rules, etiquette, procedures, and sportsman          | ship on players' behavior in sma    | all groups and large |
| • ·  | ysical activities and games.  |                                     |                      |
|  | monstrate offensive, defensive, and cooperative strategies in a         |                                     |                      |
|  | ectively manage emotions during physical activity (e.g., anger,         | frustration, excitement) in a safe  | e manner to self and |
| others.  |   |                                     |                      |
|  | narize the short and long-term physical, social, mental, and em         | otional health benefits of regula   | r physical fitness   |
| activity.  |   |                                     |                      |
|  | gnize and involve others of all ability levels into a physical acti     | -                                   |                      |
|  | ute the primary principles of training (FITT) and technology for        |                                     |                      |
|  | s, heart rate monitors, health tracking systems, wearable tech          |                                     | -                    |
| 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness |   |                                     |                      |
| levels and monitor health/fitness indicators before, during, and after the workout program.  |   |                                     |                      |
| 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions,        |   |                                     |                      |
| healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.                    |   |                                     |                      |
| 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can     |   |                                     |                      |
| enhance wellness.  |   |                                     |                      |
| 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout     |   |                                     | ctivity throughout   |
| one's lifetime.  |   |                                     |                      |
| 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.     |   |                                     |                      |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout games and make comparisons across a bracket to determine movement onto future rounds or additional games.)  |  |

| Technology Standards:  | Career Ready Practices:   |  |  |  |
|--|---|--|--|--|
| 8.2.8.ED.2: Identify the steps in the design process that could be   | CRP1. Act as a responsible and contributing citizen and               |  |  |  |
| used to solve a problem. (Ex. When developing and analyzing  | employee. (Ex. Students will use and apply physical education         |  |  |  |
| skills, teachers or students can take a few videos to show the   | and health skills acquired to promote healthy lifestyles and          |  |  |  |
| growth process.)   | lifelong learning.)   |  |  |  |
|  | CRP4. Communicate clearly and effectively and with reason.            |  |  |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.   | (Ex. Career-ready individuals will be able to effectively             |  |  |  |
| (Ex. Class discussion on new versions of equipment and their   | communicate in written and non-written forms by applying              |  |  |  |
| impact on performance)   | techniques acquired throughout physical education and health)         |  |  |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand   |   |  |  |  |
| was modified to meet a new demand and led to a new product.  |   |  |  |  |
| (Ex. Class discussion about who are the important "team  |   |  |  |  |
| members" that contribute to product design and changes".)  |   |  |  |  |
|  |   |  |  |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND E   | UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS |  |  |  |
| Can students apply skills, rules and knowledge to game situations  |   |  |  |  |
| Compare and contrast participating in a team and individual sport  |   |  |  |  |
| How do the rules and regulations of the game affect team strategy  |   |  |  |  |
| What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay?  |   |  |  |  |
| Can students work cooperatively to accomplish various tasks?   |   |  |  |  |
| How is cooperation beneficial during cooperative activities?   |   |  |  |  |
| How does participation in a variety of activities lead to an active life   | •   |  |  |  |
| How can you apply cooperative team concepts into social interactions and relationships?  |   |  |  |  |
| Analyze the components of a successful personal training program   |   |  |  |  |
| How can you improve your current level of physical fitness?  |   |  |  |  |
| What are the benefits of an active lifestyle, and how can you apply them to your life?   |   |  |  |  |
| What are the components of FITT and how can they be applied to a   |   |  |  |  |
| What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels? |   |  |  |  |

| STUDENT LEARNING OBJECTIVES   |  |  |  |
|---|--|--|--|
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge   |  |  |
| Students will know:   | Students will be able to:  |  |  |
| Apply the basic skills required to compete in the various team        | SWBAT demonstrate various sport skills, rules and game   |  |  |
| sports  | strategy.  |  |  |
| How to apply the rules and procedures of each team sport              | SWBAT apply appropriate skills to participate in team sports   |  |  |
| Apply the team concepts to improve performance                        | SWBAT utilize appropriate drills to improve performance  |  |  |
|   | SWBAT successfully compete in both team and individual   |  |  |
| How to utilize cooperation to be successful in team activities        | setting  |  |  |
| How to include a variety of activities into their lifestyle           | SWBAT compare and contrast competing in team and   |  |  |
| How to apply safety rules and procedures into activities              | individual settings  |  |  |
| How to create and utilize a individualized health fitness plan        | SWBAT apply problem solving concepts and strategies during   |  |  |
| How to set realistic personal goals and design a personal fitness     | activities   |  |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with  |  |  |
| How they can measure their current level of physical fitness, and     | teammates during team activities or sports   |  |  |
| develop strategies and methods to improve personal fitness level      | SWBAT compare and contrast skills from various sports  |  |  |
| The physiological responses to a developmentally appropriate          |  |  |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals  |  |  |
|   | SWBAT make personal fitness choices by comparing and   |  |  |
| forehand grip   | contrasting the components of health related fitness   |  |  |
| backhand grip   | SWBAT Create an individualized life fitness plan and continue  |  |  |
| rules   | to assess it to make appropriate changes   |  |  |
| boundaries  | SWBAT apply the components of FITT into their own lifestyle  |  |  |
| sportsmanship   |  |  |  |
| ready stance  | SWBAT demonstrate an understanding of teamwork   |  |  |
| rhythm and timing   | SWBAT demonstrate an understanding of leadership skills  |  |  |
| perception  | SWBAT demonstrate communication skills   |  |  |
| anticipation  | SWBAT demonstrate listening skills   |  |  |
| serves (low, flick,high)  | SWBAT demonstrate proper exercise technique  |  |  |
| basic shots (drop, clear, and smash)<br>teamwork when playing doubles | SWBAT demonstrate an understanding of the FITT principle<br>SWBAT demonstrate an understanding of progressive overload |  |  |
|   | Swear demonstrate an understanding of progressive overload   |  |  |

|   | SWBAT demonstrate an understanding of what exercise<br>strengthens and improves what fitness component<br>SWBAT demonstrate the forehand grip<br>SWBAT demonstrate the backhand grip<br>SWBAT demonstrate an understanding of the rules and<br>boundaries<br>SWBAT demonstrate the surve     |
|---|--|
|   | ASSESSMENT OF LEARNING   |
| Summative Assessment<br>(Assessment at the end of the<br>learning period)                             | Skill assessment<br>Self-evaluations<br>Class participation<br>Preparation<br>Effort<br>Sportsmanship<br>Attitude<br>Written Tests/Quizzes<br>Fitness Testing  |
| Formative Assessments<br>(Ongoing assessments during<br>the learning period to inform<br>instruction) | Fist of Five<br>Four Corners<br>Observations<br>Show of Hands<br>Teach a Friend<br>Thumbs Up, Thumbs Down<br>Turn and Talk<br>Discussions<br>Questions and Answer<br>Student Observation<br>Class Discussion<br>Exit Tickets<br>Skill Testing<br>Written Tests/Quizzes<br>Fitness Statistics |

| Alternative Assessments (Any<br>learning activity or assessment<br>that asks students to <i>perform</i> to<br>demonstrate their knowledge,<br>understanding and proficiency) | Peer Assessments  |  |
|--|---|--|
| Benchmark Assessments<br>(used to establish baseline<br>achievement data and<br>measure progress towards<br>grade level standards; given<br>2-3 X per year)                  | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |
|  | RESOURCES   |  |
| Core instructional materials:<br>Textbooks, computer lab, various Physical Education equipment, music  |   |  |
| Supplemental materials:<br>openphysed.org<br>pecentral.org   |   |  |
| shapeamerica.org   |   |  |
| Modifications for Learners   |   |  |
| See appendix   |   |  |

| Topic Unit 10<br>Title   | Recreation Games/Cooperative Games/Table<br>Tennis/Wellness and Fitness Days                    | Approximate Pacing                   | 15                   |
|--|---|--------------------------------------|----------------------|
| THE  | STANDARDS   |                                      |                      |
|  | NJSLS PE  |                                      |                      |
| 2.2.8.MSC.1: Exp   | plain and demonstrate the transition of movement skills from i                                  | solated settings (e.g., skill practi | ce) into applied     |
| settings (e.g., ga   | mes, sports, dance, recreational activities).   |                                      |                      |
|  | nonstrate control of motion in relationship between force, flow                                 | w, time, and space in interactive of | dynamic              |
| environments.  |   |                                      |                      |
|  | ate and demonstrate planned movement sequences, individu  | -                                    | mpo, beat, rnythm,   |
|  | ical activities (e.g., creative, cultural, social, fitness aerobics,                            |                                      |                      |
|  | alyze, and correct movements and apply to refine movement s                                     |                                      | around ond large     |
|  | dict the impact of rules, etiquette, procedures, and sportsmar                                  | iship on players behavior in sma     | an groups and large  |
| • ·  | ysical activities and games.<br>nonstrate offensive, defensive, and cooperative strategies in a | a variaty of games and sottings      |                      |
|  | ectively manage emotions during physical activity (e.g., anger                                  |                                      | o mannor to solf and |
| others.  |   |                                      |                      |
| 2.2.8.PF.1: Sumn activity.   | narize the short and long-term physical, social, mental, and er                                 | notional health benefits of regula   | r physical fitness   |
| 2.2.8.PF.2: Reco   | gnize and involve others of all ability levels into a physical act                              | livity.                              |                      |
|  | ite the primary principles of training (FITT) and technology fo                                 |                                      |                      |
|  | s, heart rate monitors, health tracking systems, wearable tech                                  |                                      | •                    |
| 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program. |   |                                      |                      |
| 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions,  |   |                                      |                      |
| healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.  |   |                                      |                      |
| 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can   |   |                                      |                      |
| enhance wellnes  | SS.   | -                                    |                      |
| 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.   |   |                                      |                      |
| 2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.   |   |                                      |                      |

2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strengthen, endurance-fitness activities) using technology and cross-training, and lifetime activities.

2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.

2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.

| Interdisciplinary Connections:  | 21st Century Skills:   |
|---|--|
| ELA Connection: L.6.6. Acquire and use accurately<br>grade-appropriate general academic and domain-specific words<br>and phrases; gather vocabulary knowledge when considering a<br>word or phrase important to comprehension or expression.<br>(Ex. PE Word Wall - show the students and others in the building<br>how much vocabulary is taught in PE, words such as 'accuracy,<br>endurance, resistance'.) | 9.2.8.B.3 Evaluate communication, collaboration, and<br>leadership skills that can be developed through school, home,<br>work, and extracurricular activities for use in a career. (Ex.<br>Students develop skills in critical thinking, collaboration, and<br>problem-solving that will aid in their future successes.) |
| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)   |  |
| Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.)   |  |
| Math Connection: 6.SP.B.5.A: Summarize numerical data sets in relation to their context, such as by:reporting the number of observations. (Ex. Students keep track of points throughout   |  |

| games and make comparisons across a bracket to determine  |  |  |  |  |
|---|--|--|--|--|
| movement onto future rounds or additional games.)   |  |  |  |  |
| Technology Standards:   | Career Ready Practices:  |  |  |  |
| 8.2.8.ED.2: Identify the steps in the design process that could be                                  | CRP1. Act as a responsible and contributing citizen and            |  |  |  |
| used to solve a problem. (Ex. When developing and analyzing   | employee. (Ex. Students will use and apply physical education      |  |  |  |
| skills, teachers or students can take a few videos to show the                                      | and health skills acquired to promote healthy lifestyles and       |  |  |  |
| growth process.)  | lifelong learning.)  |  |  |  |
|   | CRP4. Communicate clearly and effectively and with reason.         |  |  |  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.                                  | (Ex. Career-ready individuals will be able to effectively          |  |  |  |
| (Ex. Class discussion on new versions of equipment and their  | communicate in written and non-written forms by applying           |  |  |  |
| impact on performance)  | techniques acquired throughout physical education and health)      |  |  |  |
| 8.2.8.NT.4: Explain how a product designed for a specific demand                                    |  |  |  |  |
| was modified to meet a new demand and led to a new product.   |  |  |  |  |
| (Ex. Class discussion about who are the important "team   |  |  |  |  |
| members" that contribute to product design and changes".)   |  |  |  |  |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND E  | NDURING OBJECTIVES/UNDERSTANDINGS                                  |  |  |  |
|   | Can students apply skills, rules and knowledge to game situations? |  |  |  |
| Compare and contrast participating in a team and individual sport                                   |  |  |  |  |
| How do the rules and regulations of the game affect team strategy                                   |  |  |  |  |
| What is the importance of applying rules, regulations, procedures, and sportsmanship into gameplay? |  |  |  |  |
| Can students work cooperatively to accomplish various tasks?  |  |  |  |  |
| How is cooperation beneficial during cooperative activities?  |  |  |  |  |
| How does participation in a variety of activities lead to an active lifestyle?                      |  |  |  |  |
| How can you apply cooperative team concepts into social interactions and relationships?             |  |  |  |  |
| Analyze the components of a successful personal training program                                    |  |  |  |  |
| How can you improve your current level of physical fitness?   |  |  |  |  |
| What are the benefits of an active lifestyle, and how can you apply them to your life?              |  |  |  |  |
| What are the components of FITT and how can they be applied to a physical fitness program?          |  |  |  |  |

What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNING OBJECTIVES                                       |   |  |
|---|---|--|
| Key Knowledge   | Process/Skills/Procedures/Application of Key Knowledge        |  |
| Students will know:   | Students will be able to:                                     |  |
| Apply the basic skills required to compete in the various team    | SWBAT demonstrate various sport skills, rules and game        |  |
| sports  | strategy.   |  |
| How to apply the rules and procedures of each team sport          | SWBAT apply appropriate skills to participate in team sports  |  |
| Apply the team concepts to improve performance                    | SWBAT utilize appropriate drills to improve performance       |  |
|   | SWBAT successfully compete in both team and individual        |  |
| How to utilize cooperation to be successful in team activities    | setting   |  |
| How to include a variety of activities into their lifestyle       | SWBAT compare and contrast competing in team and              |  |
| How to apply safety rules and procedures into activities          | individual settings   |  |
| How to create and utilize a individualized health fitness plan    | SWBAT apply problem solving concepts and strategies during    |  |
| How to set realistic personal goals and design a personal fitness | activities  |  |
| plan to reach them  | SWBAT develop and apply cooperative strategies with           |  |
| How they can measure their current level of physical fitness, and | teammates during team activities or sports                    |  |
| develop strategies and methods to improve personal fitness level  | SWBAT compare and contrast skills from various sports         |  |
| The physiological responses to a developmentally appropriate      |   |  |
| physical fitness plan   | SWBAT pursue realistic physical fitness goals                 |  |
|   | SWBAT make personal fitness choices by comparing and          |  |
| rules   | contrasting the components of health related fitness          |  |
| boundaries  | SWBAT Create an individualized life fitness plan and continue |  |
| anticipation  | to assess it to make appropriate changes                      |  |
| perception  | SWBAT apply the components of FITT into their own lifestyle   |  |
| basic movements   |   |  |
| teamwork  | SWBAT demonstrate an understanding of teamwork                |  |
| sportsmanship   | SWBAT demonstrate an understanding of leadership skills       |  |
| rhythm and timing   | SWBAT demonstrate communication skills                        |  |
|   | SWBAT demonstrate listening skills                            |  |
|   | SWBAT demonstrate proper exercise technique                   |  |

|                               |                                    | SWBAT demonstrate an understanding of the FITT principle<br>SWBAT demonstrate an understanding of progressive overload<br>SWBAT demonstrate an understanding of what exercise<br>strengthens and improves what fitness component<br>SWBAT demonstrate an understanding of the rules<br>SWBAT demonstrate basic movements |
|-------------------------------|------------------------------------|--|
| ASSESSMENT OF LEARNING        |                                    |  |
| Summative Assessment          | Skill assessment                   |  |
| (Assessment at the end of the | Self-evaluations                   |  |
| learning period)              | Class participation<br>Preparation |  |
|                               | Effort                             |  |
|                               | Sportsmanship                      |  |
|                               | Attitude                           |  |
|                               | Written Tests/Quizzes              |  |
|                               | Fitness Testing                    |  |
| Formative Assessments         | Fist of Five                       |  |
| (Ongoing assessments during   | Four Corners                       |  |
| the learning period to inform | Observations                       |  |
| instruction)                  | Show of Hands                      |  |
|                               | Teach a Friend                     |  |
|                               | Thumbs Up, Thumbs Down             |  |
|                               | Turn and Talk                      |  |
|                               | Discussions                        |  |
|                               | Questions and Answer               |  |
|                               | Student Observation                |  |
|                               | Class Discussion                   |  |
|                               | Exit Tickets<br>Skill Testing      |  |
|                               | Written Tests/Quizzes              |  |
|                               | Fitness Statistics                 |  |
|                               |                                    |  |

| Alternative Assessments (Any            |   |  |  |
|---|---|--|--|
| learning activity or assessment         | Peer Assessments  |  |  |
| that asks students to <i>perform</i> to |   |  |  |
| demonstrate their knowledge,            |   |  |  |
| understanding and proficiency)          |   |  |  |
| Benchmark Assessments                   |   |  |  |
| (used to establish baseline             | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |  |
| achievement data and                    |   |  |  |
| measure progress towards                |   |  |  |
| grade level standards; given            |   |  |  |
| 2-3 X per year)                         |   |  |  |
|   | RESOURCES   |  |  |
| Core instructional materials:           |   |  |  |
| Textbooks, computer lab, variou         | Textbooks, computer lab, various Physical Education equipment, music        |  |  |
| Supplemental materials:                 | Supplemental materials:   |  |  |
| openphysed.org                          |   |  |  |
| pecentral.org                           |   |  |  |
| shapeamerica.org                        |   |  |  |
| Modifications for Learners              |   |  |  |
| See appendix                            |   |  |  |

| Topic Unit 11<br>Title | Review of Team Sports   |                | Approximate Pacing                                      | 9                     |
|------------------------|---|----------------|---|-----------------------|
|                        | STAND   | ARDS           |   |                       |
|                        | NJSL  | S PE           |   |                       |
| 2.2.8.MSC.1: Exp       | plain and demonstrate the transition of movement s                                    | skills from is | olated settings (e.g., skill pract                      | ice) into applied     |
| settings (e.g., ga     | imes, sports, dance, recreational activities).  |                |   |                       |
| 2.2.8.MSC.2: Der       | nonstrate control of motion in relationship betwee                                    | n force, flow  | , time, and space in interactive                        | dynamic               |
| environments.          |   |                |   |                       |
| 2.2.8.MSC.4: Ana       | alyze, and correct movements and apply to refine n                                    | novement sl    | cills.  |                       |
| 2.2.8.MSC.5: Pre       | dict the impact of rules, etiquette, procedures, and                                  | l sportsmans   | ship on players' behavior in sm                         | all groups and large  |
| • ·                    | ysical activities and games.  |                |   |                       |
|                        | nonstrate offensive, defensive, and cooperative st                                    | •              |   |                       |
|                        | ectively manage emotions during physical activity                                     | (e.g., anger,  | frustration, excitement) in a saf                       | fe manner to self and |
| others.                |   |                |   |                       |
|                        | narize the short and long-term physical, social, me                                   | ntal, and em   | otional health benefits of regula                       | ar physical fitness   |
| activity.              |   |                |   |                       |
|                        | gnize and involve others of all ability levels into a p                               | -              | -   |                       |
|                        | op and build an effective movement and physical f                                     | itness vocal   | oulary for self, peers, and family                      | y members that can    |
| enhance wellnes        |   |                |   |                       |
|                        |   |                |   |                       |
| 2.2.8.LF.2: Expla      | in the importance of assuming responsibility for pe                                   | ersonal heal   | th behaviors through physical a                         | activity throughout   |
|                        | in the importance of assuming responsibility for po                                   | ersonal heal   | th behaviors through physical a                         | activity throughout   |
| 2.2.8.LF.2: Expla      | in the importance of assuming responsibility for po<br>Interdisciplinary Connections: | ersonal heal   | th behaviors through physical a<br>21st Century Skills: |                       |

endurance, resistance'.)

| Health Connection: 2.1.8.PGD.[3] 4: Analyze the relationship<br>between healthy behaviors and personal health. (Ex. Students<br>will understand the importance of exercising and active play)<br>Science Connection: MS-PS2-2. Plan an investigation to provide<br>evidence that the change in an object's motion depends on the<br>sum of the forces on the object and the mass of the object. (Ex.<br>Students will make observations made on how far a ball or object<br>will travel based on how hard it is struck.) |  |
|--|--|
| Technology Standards:  | Career Ready Practices:  |
| 8.2.8.ED.5: Explain the need for optimization in a design process.<br>(Ex. Class discussion on new versions of equipment and their<br>impact on performance)   | <ul> <li>CRP1. Act as a responsible and contributing citizen and<br/>employee. (Ex. Students will use and apply physical education<br/>and health skills acquired to promote healthy lifestyles and<br/>lifelong learning.)</li> <li>CRP4. Communicate clearly and effectively and with reason.</li> <li>(Ex. Career-ready individuals will be able to effectively<br/>communicate in written and non-written forms by applying<br/>techniques acquired throughout physical education and health)</li> </ul> |
| UNIT/TOPIC ESSENTIAL QUESTIONS AND E   | NDURING OBJECTIVES/UNDERSTANDINGS  |
| Can students apply skills, rules and knowledge to game situations<br>Compare and contrast participating in a team and individual sport?<br>How do the rules and regulations of the game affect team strategy?<br>What is the importance of applying rules, regulations, procedures,  | ?  |
| Can students work cooperatively to accomplish various tasks?<br>How is cooperation beneficial during cooperative activities?<br>How does participation in a variety of activities lead to an active life<br>How can you apply cooperative team concepts into social interacti  | •  |
| Analyze the components of a successful personal training program<br>How can you improve your current level of physical fitness?  | n  |

What are the benefits of an active lifestyle, and how can you apply them to your life? What are the components of FITT and how can they be applied to a physical fitness program? What factors influence physical activity choices and explain strategies to overcome obstacles to yield optimum personal physical fitness levels?

| STUDENT LEARNI   | ING OBJECTIVES   |
|--|--|
| Key Knowledge  | Process/Skills/Procedures/Application of Key Knowledge   |
| Students will know:Apply the basic skills required to compete in the various teamsportsHow to apply the rules and procedures of each team sportApply the team concepts to improve performanceHow to utilize cooperation to be successful in team activitiesHow to include a variety of activities into their lifestyle | Students will be able to:<br>SWBAT demonstrate various sport skills, rules and game<br>strategy.<br>SWBAT apply appropriate skills to participate in team sports<br>SWBAT utilize appropriate drills to improve performance<br>SWBAT successfully compete in both team and individual<br>setting<br>SWBAT compare and contrast competing in team and |
| How to apply safety rules and procedures into activities<br>How to create and utilize a individualized health fitness plan   | individual settings<br>SWBAT apply problem solving concepts and strategies during  |
| How to set realistic personal goals and design a personal fitness<br>plan to reach them<br>How they can measure their current level of physical fitness, and<br>develop strategies and methods to improve personal fitness level<br>The physiological responses to a developmentally appropriate                       | activities<br>SWBAT develop and apply cooperative strategies with<br>teammates during team activities or sports<br>SWBAT compare and contrast skills from various sports   |
| physical fitness plan  | SWBAT pursue realistic physical fitness goals<br>SWBAT make personal fitness choices by comparing and<br>contrasting the components of health related fitness<br>SWBAT Create an individualized life fitness plan and continue<br>to assess it to make appropriate changes<br>SWBAT apply the components of FITT into their own lifestyle            |
|  | SWBAT demonstrate an understanding of teamwork<br>SWBAT demonstrate an understanding of leadership skills<br>SWBAT demonstrate communication skills  |

## STUDENT LEARNING OBJECTIVES

|  |                        | SWBAT demonstrate listening skills<br>SWBAT demonstrate proper exercise technique<br>SWBAT demonstrate an understanding of the FITT principle<br>SWBAT demonstrate an understanding of progressive overload |
|--|------------------------|---|
|  |                        | SWBAT demonstrate an understanding of what exercise<br>strengthens and improves what fitness component  |
|  | ASSESSMENT             | OF LEARNING   |
| Summative Assessment   | Skill assessment       |   |
| (Assessment at the end of the                                | Self-evaluations       |   |
| learning period)   | Class participation    |   |
| loaning polloay  | Preparation            |   |
|  | Effort                 |   |
|  | Sportsmanship          |   |
|  | Attitude               |   |
|  | Written Tests/Quizzes  |   |
|  | Fitness Testing        |   |
| Formative Assessments  | Fist of Five           |   |
| (Ongoing assessments during                                  | Four Corners           |   |
| the learning period to inform                                | Observations           |   |
| instruction)   | Show of Hands          |   |
|  | Teach a Friend         |   |
|  | Thumbs Up, Thumbs Down |   |
|  | Turn and Talk          |   |
|  | Discussions            |   |
|  | Questions and Answer   |   |
|  | Student Observation    |   |
|  | Class Discussion       |   |
|  | Exit Tickets           |   |
|  | Skill Testing          |   |
|  | Written Tests/Quizzes  |   |
|  | Fitness Statistics     |   |
| Alternative Assessments (Any learning activity or assessment | Peer Assessments       |   |

| that asks students to perform to                                     |   |  |
|--|---|--|
| demonstrate their knowledge,   |   |  |
| understanding and proficiency)                                       |   |  |
| Benchmark Assessments  |   |  |
| (used to establish baseline  | Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload |  |
| achievement data and   |   |  |
| measure progress towards   |   |  |
| grade level standards; given   |   |  |
| 2-3 X per year)  |   |  |
| RESOURCES  |   |  |
| Core instructional materials:  |   |  |
| Textbooks, computer lab, various Physical Education equipment, music |   |  |
|  |   |  |
| Supplemental materials:  |   |  |
| openphysed.org   |   |  |
| pecentral.org  |   |  |
| shapeamerica.org   |   |  |
|  |   |  |
| Modifications for Learners   |   |  |
| See <u>appendix</u>  |   |  |
|  |   |  |