

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

Topic/Unit 1 Title	Introduction/Establishing PE Expectations/Locker Room Procedures/Cooperative Games	Approximate Pacing	6
STANDARDS			
NJSLS PE			
<p>2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships</p> <p>2.1.8.PGD.1: Explain how appropriate health care can promote personal health.</p> <p>2.1.8.EH.1: Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).</p> <p>2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.</p> <p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p>			
Interdisciplinary Connections:		21st Century Skills:	
<p>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. (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’.)</p> <p>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)</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>	
Technology Standards:		Career Ready Practices:	
<p>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.)</p>		<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p>	

<p>8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system. (Ex. When developing and analyzing skills, teachers or students can take a few videos to show the growth process.)</p>	<p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>What are the Physical Education expectations? How should a student conduct him/herself in class and the locker room? How do I respect all classmates, regardless of ability? How do you inform your teacher of having a music lesson? How will you work collectively and collaboratively with others to be successful in Cooperative Games? When is sportsmanship utilized?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i> Expectations Procedures Problem Solving Sportsmanship</p>	<p><i>Students will be able to:</i> SWBAT Understand classroom and locker room procedures SWBAT Understand how to properly conduct oneself and treat others SWBAT Work either individually or in a group setting to accomplish a task SWBAT Identify when sportsmanship is needed during class</p>
<p>ASSESSMENT OF LEARNING</p>	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Peer Assessments</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Textbooks, computer lab, various Physical Education equipment, music</p>	
<p>Supplemental materials: openphysed.org pecentral.org</p>	

shapeamerica.org

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Soccer/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p>			

<p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>
Technology Standards:	Career Ready Practices:
<p>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.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

<p>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)</p> <p>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”.)</p>	<p>(Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
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UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS

<p>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?</p> <p>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?</p> <p>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?</p>
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STUDENT LEARNING OBJECTIVES

Key Knowledge	Process/Skills/Procedures/Application of Key Knowledge
<p><i>Students will know:</i> Apply the basic skills required to compete in the various team sports</p>	<p><i>Students will be able to:</i> SWBAT demonstrate various sport skills, rules and game strategy.</p>

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

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations Show of Hands Teach a Friend Thumbs Up, Thumbs Down Turn and Talk Discussions Questions and Answer</p>

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

Topic/Unit 3 Title	Flag Football/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p>			

<p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>
Technology Standards:	Career Ready Practices:
<p>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.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p>

<p>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)</p> <p>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”.)</p>	<p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>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?</p> <p>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?</p> <p>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?</p>	
<p>STUDENT LEARNING OBJECTIVES</p>	
<p>Key Knowledge</p>	<p>Process/Skills/Procedures/Application of Key Knowledge</p>
<p><i>Students will know:</i> Apply the basic skills required to compete in the various team sports</p>	<p><i>Students will be able to:</i> SWBAT demonstrate various sport skills, rules and game strategy.</p>

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

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>

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

Topic/Unit 4 Title	Pickleball/Cooperative Games/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p> <p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p>			

<p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

Technology Standards:	Career Ready Practices:
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

<p>Simone Jardim - one of most recognizable figures in women's World Pickleball Champion - From Brazil - 2017 USAPA National Women's Single Champion - 2018 Doubles Champion</p> <p>Jennifer Dawson - 2017, Jennifer made pickleball history as the first ever Triple Crown winner at the Minto US OPEN Pickleball Championships, winning gold in Senior Pro Singles, Women's Doubles and Mixed Doubles. At the 2018 Minto US OPEN, she won gold in Women's Senior Pro Doubles.</p>	<p>SWBAT demonstrate an understanding of progressive overload SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</p> <p>SWBAT demonstrate the forehand hit SWBAT demonstrate the backhand hit SWBAT demonstrate the overhead smash SWBAT demonstrate the lob SWBAT demonstrate an understanding of a volley SWBAT demonstrate an understanding of ground strokes SWBAT demonstrate an understanding of the rules and boundaries SWBAT demonstrate an understanding of paddle safety</p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations Show of Hands Teach a Friend Thumbs Up, Thumbs Down Turn and Talk Discussions Questions and Answer Student Observation Class Discussion</p>

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

Topic/Unit 5 Title	Basketball/Fitness Stations-FITT Principle/Yoga Practice	Approximate Pacing	27
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

<p>games and make comparisons across a bracket to determine movement onto future rounds or additional games.)</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

<p>Modified games</p>	<p> SWBAT demonstrate a spin dribble 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 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 </p> <p> 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 </p>
ASSESSMENT OF LEARNING	
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p> Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing </p>

<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<p>Peer Assessments</p>
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<p>Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload</p>
<p>RESOURCES</p>	
<p>Core instructional materials: Textbooks, computer lab, various Physical Education equipment, music</p>	
<p>Supplemental materials: openphysed.org pecentral.org</p>	

shapeamerica.org

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Volleyball/Fitness Stations-FITT Principle/Yoga Practice	Approximate Pacing	27
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

<p>games and make comparisons across a bracket to determine movement onto future rounds or additional games.)</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

<p>positions anticipation overhand serve</p>	<p>SWBAT Understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interactions</p> <p>SWBAT Demonstrate competency in many and proficiency in a few movement forms</p> <p>SWBAT Exhibit a physically active lifestyle</p> <p>SWBAT Compare and contrast the roles of players and observers in regards to proper sportsmanship and recommend strategies to improve these behaviors.</p> <p>SWBAT Demonstrate knowledge of rules, procedures, and safety concepts and apply effectively as an observer and participant in games, sports, and activities.</p> <p>SWBAT Demonstrate the ability to perform both offensive and defensive strategies in applied settings (games, sports, and other activities).</p> <p>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.</p> <p>SWBAT Explain and demonstrate how to maintain team possession in competitive, partner, and small group games, sports, and activities.</p> <p>SWBAT Explain and demonstrate specific exercises, activities, and strategies that will maintain or improve health and skill related fitness components.</p> <p>SWBAT Explain and demonstrate striking and kicking of an object continuously with various body parts and implements in games, sports, and activities.</p> <p>SWBAT demonstrate an understanding of teamwork</p> <p>SWBAT demonstrate an understanding of leadership skills</p> <p>SWBAT demonstrate communication skills</p> <p>SWBAT demonstrate listening skills</p> <p>SWBAT demonstrate proper exercise technique</p>
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	<p>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 SWBAT demonstrate proper breathing techniques</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>

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

Topic Unit 7 Title	Floor Hockey/Fitness Stations-FITT Principle/Yoga Practice	Approximate Pacing	27
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

Technology Standards:	Career Ready Practices:
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>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?</p> <p>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?</p> <p>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?</p>	
STUDENT LEARNING OBJECTIVES	

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

	<p>SWBAT demonstrate the slap shot SWBAT demonstrate the wrist shot SWBAT demonstrate the backhand shot SWBAT demonstrate dribbling SWBAT demonstrate defensive skills SWBAT demonstrate different yoga poses correctly SWBAT demonstrate proper breathing techniques</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>

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

Topic Unit 8 Title	Diamond Sports/Cooperative Games/Table Tennis/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

Technology Standards:	Career Ready Practices:
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

<p>Hitting form Planting to throw Crow hop</p>	<p>SWBAT demonstrate an understanding of progressive overload SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</p> <p>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</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations Show of Hands Teach a Friend Thumbs Up, Thumbs Down Turn and Talk Discussions Questions and Answer Student Observation</p>

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

Topic Unit 9 Title	Badminton/Cooperative Games/Table Tennis/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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.)</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

Technology Standards:	Career Ready Practices:
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

	<p>SWBAT demonstrate an understanding of what exercise strengthens and improves what fitness component</p> <p>SWBAT demonstrate the forehand grip SWBAT demonstrate the backhand grip SWBAT demonstrate an understanding of the rules and boundaries SWBAT demonstrate the serve</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>

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

Topic Unit 10 Title	Recreation Games/Cooperative Games/Table Tennis/Wellness and Fitness Days	Approximate Pacing	15
STANDARDS			
NJSLS PE			
<p>2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).</p> <p>2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.</p> <p>2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).</p> <p>2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.</p> <p>2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.</p> <p>2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.</p> <p>2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.</p> <p>2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.</p> <p>2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.</p> <p>2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.</p> <p>2.2.8.LF.3: Explore by leading self and others to experience and participate in different cultures' physical fitness activities.</p>			

<p>2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.</p> <p>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.</p> <p>2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.</p> <p>2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.</p> <p>2.2.8.N.1: Analyze how culture, health status, age and access to healthy foods can influence personal eating habits.</p> <p>2.2.8.N.2: Identify skills and healthy behaviors that can support adolescents in losing, gaining, or maintaining healthy weights.</p>	
Interdisciplinary Connections:	21st Century Skills:
<p>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. (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’.)</p> <p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p> <p>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</p>	<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>

<p>games and make comparisons across a bracket to determine movement onto future rounds or additional games.)</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>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.)</p> <p>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)</p> <p>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”.)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>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?</p> <p>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?</p> <p>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?</p>	

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

	<p>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</p> <p>SWBAT demonstrate an understanding of the rules SWBAT demonstrate basic movements</p>
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<p>Skill assessment Self-evaluations Class participation Preparation Effort Sportsmanship Attitude Written Tests/Quizzes Fitness Testing</p>
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<p>Fist of Five Four Corners Observations 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</p>

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

Topic Unit 11 Title	Review of Team Sports	Approximate Pacing	9
STANDARDS			
NJSLS PE			
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Interdisciplinary Connections:		21st Century Skills:	
<p>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. (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'.)</p>		<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. (Ex. Students develop skills in critical thinking, collaboration, and problem-solving that will aid in their future successes.)</p>	

<p>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)</p> <p>Science Connection: MS-PS2-2. Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object. (Ex. Students will make observations made on how far a ball or object will travel based on how hard it is struck.)</p>	
<p>Technology Standards:</p>	<p>Career Ready Practices:</p>
<p>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)</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. (Ex. Students will use and apply physical education and health skills acquired to promote healthy lifestyles and lifelong learning.)</p> <p>CRP4. Communicate clearly and effectively and with reason. (Ex. Career-ready individuals will be able to effectively communicate in written and non-written forms by applying techniques acquired throughout physical education and health)</p>
<p>UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS</p>	
<p>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?</p> <p>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?</p> <p>Analyze the components of a successful personal training program How can you improve your current level of physical fitness?</p>	

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
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	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
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ASSESSMENT OF LEARNING

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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 achievement data and measure progress towards grade level standards; given 2-3 X per year)	Pre/Post Assessments: Fitness Testing, FITT Principle, Progressive Overload
RESOURCES	
Core instructional materials: Textbooks, computer lab, various Physical Education equipment, music	
Supplemental materials: openphysed.org pecentral.org shapeamerica.org	
Modifications for Learners	
See appendix	