

Irvington Public Schools
Physical Education & Health Department



Physical Education Curriculum Guide
Grades 9-12
Board Approved October 27, 2010

Physical fitness is not only one of the most important keys to a healthy body, it is the basis of dynamic and creative intellectual activity.

-President John F. Kennedy

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**Irvington Public Schools
Irvington, New Jersey 07111**

Mission Statement

With the verbal, fiscal, and spiritual support of the people of Irvington, the children who attend the Township's public school shall be intellectually stimulated, instructionally challenged, and emotionally motivated to visually display and mentally portray their own unique gifts and talents as enhanced by the type of education offered by the Irvington Board of Education.

Affirmative Action Statement

The Irvington School District shall provide equal education and employment opportunities to all persons regardless of race, color, ethnicity, creed, religion, sexual orientation, gender, ancestry, national origin, social-economic status, or disability in accordance with NJAC 6:4-1-5.

Irvington Public Schools
Irvington, New Jersey 07111

Physical Education and Health Department Vision Statement

In today's times the premise of a strong mind and body is a challenge that must be met by our educational institutions. Our students of today face many unique physical problems induced by our society. Tobacco use, drug use, sexually transmitted infections, unhealthy dietary patterns, and physical activity must be addressed to enhance the quality of life of our children for their future.

The education of our students in the disciplines of Health and Physical Education promote citizenship, teamwork, intellectual capacity, spirit, emotional, and social development. All qualities that will aid our education process in producing citizens that will positively contribute to our society in the twenty-first century.

We in Irvington believe that both health and physical education provide crucial links to the improvement of academic achievement. As proven by scientific research in education, health and physical education are uniquely qualified to cultivate multiple intelligences and problem solving situations.

We in Irvington will expose all students to the benefits of leading a healthy lifestyle and the involvement of physical activities that they can participate in for a lifetime.

Irvington Public Schools



Physical Education Curriculum Scope and Sequence

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.5.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	I	R	M											
2.5.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).	I	R	M											
2.5.P.A.3	Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).	I	R	M											
2.5.2.A.1	Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).			I	R	M									
2.5.2.A.2	Demonstrate changes in time, force, and flow while moving in personal and general space at different levels, directions, ranges, and pathways.			I	R	M									
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.			I	R	M									
2.5.2.A.4	Correct movement errors in response to feedback.			I	R	M									
2.5.2.B.1	Differentiate when to use competitive and cooperative strategies in games, sports, and other movement activities.			I	R	M									
2.5.2.B.2	Explain the difference between offense and defense.			I	R	M									
2.5.2.B.3	Determine how attitude impacts physical performance.			I	R	M									
2.5.2.B.4	Demonstrate strategies that enable team members to achieve goals.			I	R	M									
2.5.2.C.1	Explain what it means to demonstrate good sportsmanship.			I	R	M									
2.5.2.C.2	Demonstrate basic activity and safety rules and explain how they contribute to moving in a safe environment.			I	R	M									
2.5.4.A.1	Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).					I	R	M							

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.5.4.A.2	Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.					I	R	M							
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.					I	R	M							
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.					I	R	M							
2.5.4.B.1	Explain and demonstrate the use of basic offensive and defensive strategies (e.g., player positioning, faking, dodging, creating open areas, and defending space).					I	R	M							
2.5.4.B.2	Acknowledge the contributions of team members and choose appropriate ways to motivate and celebrate accomplishments.					I	R	M							
2.5.4.C.1	Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.					I	R	M							
2.5.4.C.2	Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.					I	R	M							
2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).							I	R	M					
2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.							I	R	M					
2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).							I	R	M					
2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.							I	R	M					

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.5.6.B.1	Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. 2.5.6.B.2 Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.							I	R	M					
2.5.6.B.2	Compare and contrast strategies used to impact individual, dual, and team activities.							I	R	M					
2.5.6.C.1	Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.							I	R	M					
2.5.6.C.2	Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.							I	R	M					
2.5.6.C.3	Relate the origin and rules associated with certain games, sports, and dances to different cultures.							I	R	M					
2.5.8.A.1	Explain and demonstrate the transition of movement skills from isolated settings (i.e., skill practice) into applied settings (i.e., games, sports, dance, and recreational activities).									I	R	M			
2.5.8.A.2	Apply the concepts of force and motion (weight transfer, power, speed, agility, range of motion) to impact performance.									I	R	M			
2.5.8.A.3	Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).									I	R	M			
2.5.8.A.4	Detect, analyze, and correct errors and apply to refine movement skills .									I	R	M			
2.5.8.B.1	Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings.									I	R	M			
2.5.8.B.2	Assess the effectiveness of specific mental strategies applied to improve performance.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.5.8.B.3	Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement.									I	R	M			
2.5.8.C.1	Assess player behavior for evidence of sportsmanship in individual, small-group, and team activities.									I	R	M			
2.5.8.C.2	Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small-group, and team activities.									I	R	M			
2.5.8.C.3	Analyze the impact of different world cultures on present-day games, sports, and dance.									I	R	M			
2.5.12.A.1	Explain and demonstrate ways to transfer movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).											I	R	R	M
2.5.12.A.2	Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.											I	R	R	M
2.5.12.A.3	Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).											I	R	R	M
2.5.12.A.4	Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.											I	R	R	M
2.5.12.B.1	Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.											I	R	R	M
2.5.12.B.2	Apply a variety of mental strategies to improve performance.											I	R	R	M
2.5.12.B.3	Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.											I	R	R	M

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.5.12.C.1	Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior											I	R	R	M
2.5.12.C.2	Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.											I	R	R	M
2.5.12.C.3	Determine the current impact of globalization and technology on the development of, participation in, and viewing of games, sports, dance, and other movement activities, and predict future impact.											I	R	R	M
2.6.P.A.1	Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).	I	R	M											
2.6.P.A.2	Develop and refine fine motor skills (e.g., completes gradually more complex puzzles, uses smaller-sized manipulative during play, and uses a variety of writing instruments in a conventional manner).	I	R	M											
2.6.2.A.1	1 Explain the role of regular physical activity in relation to personal health.			I	R	M									
2.6.2.A.2	Explain what it means to be physically fit and engage in moderate to vigorous age-appropriate activities that promote fitness.			I	R	M									
2.6.2.A.3	Develop a fitness goal and monitor progress towards achievement of the goal.			I	R	M									
2.6.4.A.1	Determine the physical, social, emotional, and intellectual benefits of regular physical activity.			I	R	M									
2.6.4.A.2	Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness .			I	R	M									
2.6.4.A.3	Develop a health-related fitness goal and track progress using health/fitness indicators.			I	R	M									

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.6.4.A.4	Determine the extent to which different factors influence personal fitness, such as heredity, training, diet, and technology.					I	R	M							
2.6.6.A.1	Analyze the social, emotional, and health benefits of selected physical experiences.							I	R	M					
2.6.6.A.2	Determine to what extent various activities improve skill-related fitness versus health-related fitness .							I	R	M					
2.6.6.A.3	Develop and implement a fitness plan based on the assessment of one's personal fitness level, and monitor health/fitness indicators before, during, and after the program.							I	R	M					
2.6.6.A.4	Predict how factors such as health status, interests, environmental conditions, and available time may impact personal fitness.							I	R	M					
2.6.6.A.5	Relate physical activity, healthy eating, and body composition to personal fitness and health.							I	R	M					
2.6.6.A.6	Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.							I	R	M					
2.6.6.A.7	Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.							I	R	M					
2.6.8.A.1	Summarize the short- and long-term physical, social, and emotional benefits of regular physical activity.									I	R	M			
2.6.8.A.2	Use health data to develop and implement a personal fitness plan and evaluate its effectiveness.									I	R	M			
2.6.8.A.3	Analyze how medical and technological advances impact personal fitness.									I	R	M			

CPI#	CUMULATIVE PROGRESS INDICATOR	P	K	1	2	3	4	5	6	7	8	9	10	11	12
2.6.8.A.4	Determine ways to achieve a healthy body composition through healthy eating, physical activity, and other lifestyle behaviors.									I	R	M			
2.6.8.A.5	Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness.									I	R	M			
2.6.8.A.6	Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids and other performance-enhancing substances.									I	R	M			
2.6.12.A.1	Compare the short- and long-term impact on wellness associated with physical inactivity.											I	R	R	M
2.6.12.A.2	Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.											I	R	R	M
2.6.12.A.3	Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.											I	R	R	M
2.6.12.A.4	Compare and contrast the impact of health-related fitness components as a measure of fitness and health.											I	R	R	M
2.6.12.A.5	2.6.12.A.5 Debate the use of performance-e Debate the use of performance-enhancing substances (i.e., anabolic steroids and other legal and illegal substances) to improve performance.											I	R	R	M

Intent

The intent of the grades 9 to 12, Physical Education curriculum is to promote a physically active learning environment that promotes the following characteristics;

- **Students excited by and interested in their activities.**
- **Students experiencing content knowledge (hands on) to gain experience.**
- **Students will contrive physical activity for a lifetime.**
- **Students will be better achievers in all academic areas.**
- **Students will be able to demonstrate characteristics of teamwork, sportsmanship and respect for others.**
- **Students will live a healthy lifestyle for life.**
- **Students will develop advanced physical skills needed to participate in game play.**

Statement of Purpose

This health education course grades nine through twelve is directly aligned to the New Jersey Core Curriculum Standards for Physical Education and Health. There are six standards for physical education and health, each of which governs how subject matter is to be taught to students in the two respective domains. Utilizing the state mandated New Jersey Core Curriculum Content Standards as our guide, students will be given the foundation needed to live an active, healthy lifestyle that fosters a lifelong commitment to wellness.

STANDARD 2.1 (WELLNESS) ALL STUDENTS WILL LEARN AND APPLY HEALTH PROMOTION CONCEPTS AND SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to increase student knowledge about the physical, social, emotional, and intellectual dimensions of wellness, thus enabling them to make informed choices about their health now and in the future. Wellness can be defined as a way of life that emphasizes health promotion measures such as healthy eating, learning to manage stress, reducing one's risk of contracting a disease, and preventing and treating simple injuries. Taking responsibility for one's own health is an essential step towards developing and maintaining a healthy, active lifestyle.

STANDARD 2.2 (INTEGRATED SKILLS) ALL STUDENTS WILL DEVELOP AND USE PERSONAL AND INTERPERSONAL SKILLS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard seeks to foster responsible health behaviors through the enhancement of critical thinking, decision making, problem solving, and communication skills used in situations impacting personal, family, and community health. It enables students to locate and evaluate health information and resources and develop character, leadership, and advocacy skills so they can become more active participants in the promotion of wellness. Competency in these skills enables and empowers students to resist destructive behaviors and seek out positive opportunities for growth and learning. These skills may be inter-disciplinary and should be integrated into each Comprehensive Health and Physical Education Standard.

STANDARD 2.3 (DRUGS AND MEDICINES) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT ALCOHOL, TOBACCO, OTHER DRUGS AND MEDICINES AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard aims to provide students with information on the responsible use of medicines as well as the effects of alcohol, tobacco, and other drugs. The appropriate use of medicines can prevent serious health problems, reduce absenteeism from work and school, and enhance the quality of life. Conversely, the misuse or abuse of substances such as alcohol, tobacco, and other drugs can impair judgment and lead to illness and injury. Helping students to acknowledge the internal and external pressures that influence them to use substances enables and empowers them to make choices that support a healthy, active lifestyle.

STANDARD 2.4 (HUMAN RELATIONSHIPS AND SEXUALITY) ALL STUDENTS WILL ACQUIRE KNOWLEDGE ABOUT THE PHYSICAL, EMOTIONAL, AND SOCIAL ASPECTS OF HUMAN RELATIONSHIPS AND SEXUALITY AND APPLY THESE CONCEPTS TO SUPPORT A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Standard: This standard seeks to provide students with an understanding of the physical, emotional and social aspects of human relationships and sexuality and how they support a healthy, active lifestyle. Students learn how to develop and maintain healthy relationships with friends and family. Additionally, students learn about both abstinence and contraception and learn the skills to enact behaviors to reduce or eliminate the occurrence of sexually transmitted infections, HIV/AIDS, and unintended pregnancies.

STANDARD 2.5 (MOTOR SKILL DEVELOPMENT) ALL STUDENTS WILL UTILIZE SAFE, EFFICIENT, AND EFFECTIVE MOVEMENT TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables students to understand how to move and why it is necessary. When individuals learn to move safely, effectively, and efficiently, and feel comfortable and confident in the performance of motor skills, they are more likely to participate in health enhancing forms of physical activity throughout life. In order to meet this standard, students must participate in a wide range of developmentally appropriate games, sports, dance, and lifetime recreational activities that will help students develop and maintain a healthy, active lifestyle.

STANDARD 2.6 (FITNESS) ALL STUDENTS WILL APPLY HEALTH-RELATED AND SKILL-RELATED FITNESS CONCEPTS AND SKILLS TO DEVELOP AND MAINTAIN A HEALTHY, ACTIVE LIFESTYLE.

Descriptive Statement: This standard enables to understand the component of health-related fitness (cardio respiratory endurance, body composition, flexibility, muscular strength and muscular and endurance) and skill-related fitness (speed and agility), and implement a personal fitness plan that supports a healthy, active lifestyle.

Student Performance Assessments

Listed below are a variety of methods, which can be utilized to assess student performance. However, teachers are not limited to assessment strategies listed below.

- Student demonstrates good sportsmanship and teamwork.
- Student demonstrates sound safety practices while engaged in physical activity.
- Student demonstrates knowledge of rules which enhance the success of the activity.
- Student classroom participation- engaged in activity.
- Student demonstrates positive attitudes and behaviors for creating an avenue of self expression.
- Student appreciates physical activity for promoting mental and physical well being.
- Student graded on class participation.
- Student graded through skill test.
- Student graded by written tests.

Unit Summary

Young people are confronted with many choices that can impact their health and well-being. Without the safety net provided by parents, family and the structure of school, many students experience a difficult transition and engage in behaviors that jeopardize their health and success. Students who are better prepared for the health challenges of independence are less likely to experience problems in the future and are better prepared to seek that necessary help should a problem arise. The health/physical education curriculum is designed to incorporate the current thinking and best practices found in the health and physical education field. All students will be required to participate in three marking periods of physical education and one marking period of health. The health portion of the curriculum will cover the revised 2009 N.J.C.C.C.S, which include: wellness, integrated skills, drugs and alcohol, human sexuality, and family living. The human sexuality portion of the course will include an in depth study of sexual anatomy, the reproduction process, prenatal care, abstinence, and birth control. HIV/AIDS and sexually transmitted infections will also be discussed. Character development and responsibility are common threads, which will run through all aspects of this course. The family living portion of the class will include dating, marriage, parenthood, family values, and the social, moral, and emotional implications that can occur over choices made regarding sexual behaviors as a teenager. All students will be able to identify proper resources, which provide information, assistance, and care in addressing sexual reproductive health issues. The drugs and medicine unit will provide students with the ability to identify a person who has a substance abuse problem and the preventative measures that would be needed for a healthy recovery. All students will be able to analyze the risks associated with drug use and abuse. Nutrition is an influential unit because of our society today. Students will be able to change their eating habits from unhealthy snacks and food to nutritious and beneficial foods that will decrease their health risks. Students will learn how to maintain a healthy lifestyle through their food choices.

Unit Rationale

The New Jersey State Department of Education requires all students to participate in a comprehensive and sequential health and physical education program that emphasizes the connection between wellness and health. The standards provide a guide for the curriculum development, instruction, and assessment. The primary focus of grades 6-8 health education curriculum is on the development of knowledge and skills the influence healthy behaviors within the context of self, family, school, and the local and global community. Students will be better achieving in all academic areas. Health-literate students consider the biological, social, psychological, and cultural implications of sexual behavior when making health-enhancing choices. Health-literate individuals take responsibility for their sexual health and the health of their relationships, and recognize the impact that sexual decisions may have on the well-being of others.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Aerobics

Year: 2010-2011

<p>Course: Physical Education Grade: 9-12 Unit: Aerobics Time & Pacing: 3 weeks N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A2, 2,5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p>	
<p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • Performing movement skills in a technically competent way improves overall performance and increases the participation in lifelong physical activity. • Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Knowing and understanding concepts of movement develops performance in a specific skill and provide the ability to transfer 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • Current and future personal wellness is dependent upon applying health related concepts and skills in everyday lifetime behaviors. • How does effective and appropriate movement affect wellness? • Why do I have to understand concepts of movement when I can already perform the movement?
<p>Students will know...</p> <ul style="list-style-type: none"> • Vocabulary words: aerobic, pulse, anaerobic, rhythm, Body Mass Index, isotonic metric and isotonic, movements, components of fitness (flexibility, strength, agility, cardio respiratory endurance, rhythm, choreography. • Dance promotes social interaction as a lifetime skill. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate the following aerobic movements: kicking, boxing, punching, dancing, and step up routines • Achieve and maintain a health-enhancing level of physical fitness. • Perform a logically sequenced aerobic routine to music.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Instructional Practices for the Teacher

Model all aerobic skills.

Demonstrate a concern, and high priority for safety,

Model leadership qualities,

Circulate and monitor class for good safety

standards

Skills, drills, tournament play.

20% written, 60% participation, 20% skill proficiency

- Visual observation
- Skill Test
- Written evaluations
- Peer review
- In class assignments
- Individual improvements
- Sportsmanship
- Small dance group collaboration

Multimedia presentations (content, delivery, appropriate use of media)

Resources

Equipment specific to activity

Video cameras

Gymnasium/playing field

Audio media sources

Internet

Irvington Public Schools

Course: Physical Education 9-12

Unit: Badminton

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Badminton

Time & Pacing: 3 weeks

N.J.C.C.C.S 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.

Students will be able to...

- Develop timing, judgment, and coordination in regards to participation in badminton.
- Demonstrate proper hand positioning when holding the badminton racquet.
- Demonstrate proper forehand, backhand, overhead and serving techniques when hitting the shuttlecock in badminton.
- Demonstrate understanding of the boundaries of the court as well as the other rules and regulations of badminton.
- Utilize different strategies while playing in singles and doubles badminton.
- Demonstrate proper sportsmanship.

- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement
- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort
- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; badminton lead-up games, badminton modified games, badminton regulation play.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Badminton racquets, shuttlecocks, badminton nets, badminton courts, badminton worksheets, badminton study guides, badminton written exams.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Basketball

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Basketball

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.4, 2.5.12.B.1, 2.5.12.B.2, 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3, 2.6.12.A.1, 2.6.12.A.6, 2.6.12.A.7

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least

Essential Questions:

- How can students work together to accomplish team goals?
- How can basketball lead to a lifestyle of health and wellness?
- What is ball handling?
- How can I dribble correctly?
- What is the correct form in executing passing skills?
- When do I use a bounce pass?
- When do I use a chest pass?
- What is the correct form in executing passing skills?
- When should a man to man defense be used vs. zone defense?
- What is a fast break?
- What are commonly used offensive strategies?
- What are commonly used defensive strategies?

<p>amount of effort.</p> <ul style="list-style-type: none"> • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities). • Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments. • Use self-evaluation and external feedback to detect and correct errors in one's movement performance. • Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities. • Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement. • Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior. • Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety. • Relate the origin and rules associated with certain games, sports, and dances to different cultures. • Analyze the social, emotional, and health benefits of selected physical experiences. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Execute correct form in using a chest, bounce or one arm pass in modified and regular game situations. • Demonstrate proper form when dribbling and shooting a basketball in modified and regular game situations. • Demonstrate knowledge of the rules and regulations of basketball. • Demonstrate knowledge of the player positions on a basketball court (center, guard, forward, etc). • Utilize offensive and defensive strategies – shifting, boxing out, double teaming – in modified and game situations.

- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement
- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort
- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; modified basketball games, around-the-world, knock-out, dribble kings, basketball relays, regulation basketball games.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Basketballs, nets, cones, basketball worksheets, basketball study guide, basketball written exam.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Dance

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Dance

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3, 2.5.12.C.3

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- The learning and development of motor skills requires understanding and practicing key movement concepts.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit of dance, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

Essential Questions:

- What are the benefits of dance??
- How can dance lead to a lifestyle of health and wellness?
- What kind of exercise is dance?
- What are the different kinds of steps that make up a dance?
- How many counts are in each dance?
- What is a line dance?
- What is a square dance?
- What is the origin and history of the dance?
- How can ones culture relate to a specific dance?
- How can dance improve your cardiovascular endurance?
- What are commonly used dances in our society?

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Students will be able to...

- Instill an appreciation of dance as an art form.
- Encourage students to recognize and appreciate the originality, creativity, and variety of movement associated with dance.
- Combine the elements of space, time, and energy/dynamics to create dance sequences with a variety of themes and concepts.
- Identify and demonstrate elements and skills in dance.
- Explain aspects of dance in various cultures and historical periods.
- Create and perform movement sequences that convey meaning.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- line dance, square dance, folk dance: cupid shuffle, electric slide, 5,6,7,8 line dance, staying alive, jump on it, tinkling sticks

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Music player, CD's or an iPod, electrical outlet, floor markers, Video camera, VCR (if needed), handout of dances

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Flag Football

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Flag Football

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

Essential Questions:

- Why do team sports allow for collaboration among the students?
- How does flag football allow for leadership roles to be defined?
- How does teamwork allow for overall success in life?
- What is the proper way to throw and catch a football?
- What is the difference between offensive and defensive positions?
- What is the proper technique in giving and receiving a hand-off?
- What is the proper way to pull an opponent's flag?
- How many points are scored for a touchdown?
- When should the different passing and running plays be used?
- How do you properly execute the different passing routes?
- What is required to achieve a first down?
- How do you score a touchdown?
- What are the duties of the different offensive and defensive positions?
- What are the rules and regulations of play?

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health

Students will be able to...

- Practice the basic skills needed to play flag football
- Develop the large muscles of the body needed for football game play.
- Demonstrate ability to play in a cooperative game setting.
- Demonstrate an understanding of the rules, regulations and terminology involved with football.
- Execute proper passing, catching, running and blocking skills required in football.
- Develop ball control skills when running with the football.
- Understand the proper technique for holding the football while on the run.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement
- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort
- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; football passing drills, football defensive drills, football target throwing drills, football lead-up games, regulation football games.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Footballs, field spray paint, cones, hula hoops, flags, football study guides, football written exams

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Floor Hockey

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Floor Hockey

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining

Essential Questions:

- How does hockey allow for teamwork and team building?
- How can floor hockey lead to a lifestyle of fitness?
- How does floor hockey enhance an individual's cardiovascular endurance?
- Why is it important to wear safety gear when playing hockey?
- What is the proper way to hold a hockey stick?
- What is the difference between a goalie stick and a regular hockey stick?
- What is the proper way to pass and trap a hockey puck?
- What is the difference between offensive and defensive positions?
- How many points do you get for a goal?
- When do you use a wrist shot and a slap shot?
- What is a high stick?
- What is a power play?

the effectiveness of a personal fitness program.	
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<p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations • In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines. • Sports psychology techniques prepare athletes to compete at the optimum level. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does hockey allow for teamwork and team building? • How can floor hockey lead to a lifestyle of fitness? • How does floor hockey enhance an individual's cardiovascular endurance? • Why is it important to wear safety gear when playing hockey? • What is the proper way to hold a hockey stick? • What is the difference between a goalie stick and a regular hockey stick? • What is the proper way to pass and trap a hockey puck? • What is the difference between offensive and defensive positions? • How many points do you get for a goal? • When do you use a wrist shot and a slap shot? • What is a high stick? • What is a power play?
<p>Students will know...</p> <ul style="list-style-type: none"> • Explain and perform movement skills that combine mechanically correct movement in smooth flowing 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the parts of a hockey stick. • Demonstrate the proper technique in holding and traveling

sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

with a hockey stick.

- Demonstrate proper technique when passing and shooting a hockey puck.
- Utilize effective offensive and defensive strategies in team situations regarding hockey.
- Demonstrate good sportsmanship and fair play to promote safety while playing hockey.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; modified floor hockey games, floor hockey puck handling drills, floor hockey lead-up games, regulation floor hockey games.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Hockey sticks, hockey pucks, hockey balls, hockey goals, hockey goalie equipment, hockey worksheets, hockey study guides, hockey written exams.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Fitness Testing

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Fitness Testing

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Essential Questions:

- What is it critical to have the ability to evaluate and measure an individual's current level of fitness?
- What can we derive from the results to fitness testing?
- How can the data from fitness testing be utilized?
- Why is fitness important?
- What is the importance of a proper warm-up and stretching routine?
- What is the proper technique for executing each element of the physical fitness test?
- Why should you stretch after intense exercise?
- When should I look for improvement in my scores during fitness testing?
- How do I measure my improvement in my physical fitness scores?

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Students will be able to...

- Compile data in reference to personal performance.
- Compare personal results on skill tests to national student norms.
- Compare strengths and weaknesses on an individual basis.
- Analyze areas which need improvement.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; fitness stations, 50 yard dash, mile run, sit-up test, push-up test, pull-up test, shuttle run, sit-and-reach test.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Student fitness charts, stopwatches, floor mats, cones, blocks, pull-up bar, sit-and-reach box/board

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Mass Games

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Mass Games

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations.
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.
- Ongoing feedback and assessment is necessary in determining the effectiveness of a personal fitness program.

Essential Questions:

- How does offering of multiple activities allow for individual choice and personalized fitness goal development?
- How does mass games allow a large number of individuals to participate in a competitive and fitness oriented task?
- How does selection of activities benefit and motivate those seeking a lifestyle of wellness and fitness?
- What are the different rules associated with each mass game?
- What are the essential skills required in order to participate in each mass game?
- What equipment is needed for each mass game?

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Students will be able to...

- Demonstrate proper throwing, catching, good sportsmanship and teamwork while playing in a game situation.
- Demonstrate proper running, tagging, good sportsmanship and teamwork while participating in running relays.
- Demonstrate proper tagging, puck handling, good sportsmanship and teamwork while participating in running relays with equipment.
- Demonstrate proper arm and leg strength, balance and coordination, sportsmanship and teamwork while participating in scooter races.
- Demonstrate proper hand-eye coordination while participating in events requiring the proper use of such.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; speedball, kickball, team handball, Ultimate Frisbee, tug of war.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Kickball's, tee ball tee, tee ball and bat, playground balls, jump ropes, scooters, volleyballs, tug of war ropes, mass game worksheets, mass games study guide, mass games written exam.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Soccer

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Soccer

Time & Pacing: 3 weeks

N.J.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3, 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3, 2.6.12.A.1, 2.6.12.A.5, 2.6.12.A.6

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate

Essential Questions:

- Why is soccer the most popular international sport?
- How can soccer develop an individual's cardiovascular endurance?
- How can fitness concepts from soccer be applied to a lifestyle of wellness?
- What are the proper techniques in executing a pass, trap, head ball, throw in, chest trap, dribbling and shooting?
- What are the basic rules and scoring procedures for soccer?
- What are the different offensive and defensive positions and the role of each?
- What are the dimensions of the playing area?
- What is a hand ball?
- When should a controlled dribble vs. speed dribble be used?
- What is the goalie box?
When is a player off-sides?

<p>intensity, duration and frequency of exercise.</p> <ul style="list-style-type: none"> • Ongoing feedback and assessment is necessary I determining the effectiveness of a personal fitness program. 	
<p>Students will know...</p> <ul style="list-style-type: none"> • Explain and demonstrate the transition of movement skills from isolated settings into applied settings • Apply the concepts of force and motion to impact performance • Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style • Detect, analyze, and correct errors and apply to refine movement skills • Compare and contrast the use of offensive, defensive, and cooperative strategies in a variety of settings • Assess the effectiveness of specific mental strategies applied to improve performance • Analyze individual and team effectiveness in achieving a goal and make recommendations for improvement • Assess player behavior for evidence of sportsmanship in individual, small - group, and team activities • Summarize types of equipment, products, procedures, and rules that contribute to the safety of specific individual, small – group, and team activities • Analyze the impact of different world cultures on present - day games, sports, and dance • Summarize the short and long – term physical, social, and emotional benefits of regular physical activity • Use the primary principles of training (FITT) for the purposes of modifying personal levels of fitness • Determine the physical, behavioral, legal, and ethical consequences of the use of anabolic steroids, and other performance – enhancing substances 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Practice the fundamental skills involved with soccer. • Develop speed and endurance in relation to playing a regulation game of soccer. • Understand the rules and regulations of soccer. • Adjust to new group situations associated with athletic activity. • Demonstrate proper passing and trapping techniques. • Demonstrate proper knowledge of safety procedures and caution when playing soccer.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Games/ Activities: Multiple select-various games/activities; modified soccer games, soccer wall-target practice, soccer relays, regulation soccer games.

Resources

Teacher Resources:

Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

Soccer balls, soccer nets, hula hoops, cones, soccer worksheets, soccer study guide, soccer written exam.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Softball

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Softball

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.5.12.A.4, 2.5.12.B.1, 2.5.12.B.2, 2.5.12.B.3, 2.5.12.C.1, 2.5.12.C.2, 2.5.12.C.3, 2.6.12.A.1, 2.6.12.A.5, 2.6.12.A.6

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- The learning and development of motor skills requires understanding and practicing key movement concepts.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit of dance, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.

Essential Questions:

- How does playing softball increase your level of fitness
- How can softball lead to a lifestyle of health and wellness?
- What kind of exercise do you achieve by playing softball?
- What are the four bases in the game of softball?
- How many outs are given before each team switches from batting to fielding?
- What is the origin and history of the softball?
- What are the basic skills needed to play softball?
- What rule do you need to know and follow to play softball?

Students will know...

- Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

Students will be able to...

- Describe verbally how to properly throw and catch a softball.
- Perform over hand throws after properly catching a ball from their partner with accuracy.
- Show proper technique when fielding a ground ball.
- Execute proper batting technique when participating in drills and batting activities.
- Participate in open discussion while reviewing base running rules.
- Identify situations in which they need to be in proper position to back up their teammates.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Pepper, five – hundred, target/toss, throw it and run softball, in a pickle

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Softballs (official, foam, sponge, wiffle), Bats (aluminum, wiffle, foam), bases, gloves, batting tees, wall tape, poly spots, cones, buckets, field

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Team Handball

Year: 2010-2011

<p>Course: Physical Education Grade: 9-12 Unit: Team Handball Time & Pacing: 3 weeks N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5</p>	
<p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • Research shows that people who participate in regular activity, no matter what form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves and understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Performing movement skills in a technically competent way improves overall performance and increases the participation in lifelong physical activity. • Knowing and understanding concepts of movement develops performance in a specific skill and provide the ability to transfer 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic rules and scoring? • How can understanding movement concepts improve my performance? • Why do team sports allow for collaboration among the students? <ul style="list-style-type: none"> • What are the rules and regulations of play? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? <ul style="list-style-type: none"> • How can I make movement more interesting, fun, and enjoyable? • How does my use of movement influence that of others? <ul style="list-style-type: none"> • Whys is it so difficult to become healthy and physically fit? • Why is it even harder to stay healthy and physically fit? • How can I set challenging fitness goals that help me stay committed to wellness?
<p>Students will know how to ... <u>Critical Vocabulary:</u></p>	<p>Students will be able to...</p>

Team play ,Offense Defense strategies, Dribbling, Passing Running Pivoting and Throwing and Catching,

Correct form and control when combining and modifying movement skills in applied settings.

- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Use momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- To transfer specialized movement skills that use similar patterns form one movement activity to another.
- To analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
- Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
- Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
- Analyze how movement activities reflect culture, era, geography, or historical context.

Strategy

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

Sportsmanship, Rules, and Safety

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

Investigate the impact of rules and regulations on the health

- Develop timing, judgment, coordination.

Demonstrate skills including,; throwing, catching, running ,pivoting and catching,

- Employ team handball maneuvers using appropriate body mechanics.
- Knowledge of team hand ball terminology.
- Demonstrate use of mental and physical strategy
- Be knowledgeable in the history and origin of games played.
- Utilize strategy when playing.
- Know key vocabulary terms.
- Offensive and defensive strategies
- Rules and regulations

Games play adhering to safety rules.

Knowledgeable in the scoring process;

- Demonstrate proper sportsmanship.
Modifications are being made for students with I.E.P.’s. Safety issue and procedures are being addressed on a daily basis.

and safety of participants.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

Instructional Practices for the Teacher

Demonstrate a concern, and high priority for safety,

Model leadership qualities,

Circulate and monitor class for good safety

standards

Skills, drills, tournament play.

20% written, 60% participation, 20% skill proficiency

- Visual observation
- Skill Test
- Written evaluations
- Peer review
- In class assignments
- Individual improvements
- Sportsmanship

Multimedia presentations (content, delivery, appropriate use of media)

Resources

Equipment specific to activity

Video cameras

Gymnasium/playing field

Audio media sources

Intern

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Track and Field

Year: 2010-2011

Course: Physical Education
Grade: 9-12
Unit: Track & Field
Time & Pacing: 3 weeks
N.J.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

<p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • Research shows that people who participate in regular activity, no matter what form, are more likely to do so because they feel comfortable and competent in movement skills. • Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments. • Implementing movement principles such as space, force, projection or temp makes movement more effective and more interesting. • Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness. • Performing movement skills in a technically competent way improves overall performance and increases the participation in lifelong physical activity. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • What are the basic rules and scoring for track and field events? • How can understanding movement concepts improve my performance? • Why do team sports allow for collaboration among the students? • How do I develop an appropriate personal fitness program and find the motivation to commit to it? • How can I make movement more interesting, fun and enjoyable? • How does my use of movement influence that of others? • Why is it so difficult to become healthy and physically fit? • How can I set challenging fitness goals that help me stay committed to wellness
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<p>Students will know</p> <ul style="list-style-type: none"> • Correct form and control when combining and modifying movement skills in applied settings. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate an understanding of key vocabulary terms in reference to the sport “track and field.”
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- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Transfer specialized movement skills that use similar patterns from one movement activity to another.
- Predict changes in movement performance based on the application of balance, counter balance, weight transfer and agility.
- Analyze how movement activities reflect culture, era, geography, or historical context.

- Utilize strategy (mentally and physically) related to track and field.
- Apply the rules and regulations and compete in track events.
- Demonstrate proper sportsmanship during events and activities.
- Demonstrate an understanding of how to keep the scores of each event.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement
- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort
- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Standing broad jump, 40 yard dash, long jump, 3 legged jump, shot put, relay races

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Tumbling

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Tumbling

Time & Pacing: 3 weeks

N.J.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Research shows that people who participate in regular activity, no matter what form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Performing movement skills in a technically competent way improves overall performance and increases the participation in lifelong physical activity.
- Knowing and understanding concepts of movement develops performance in a specific skill and provides the ability to transfer

Essential Questions:

- What are the basic rules and scoring?
- How can understanding movement concepts improve my performance?
- Why do team sports allow for collaboration among the students?
 - What are the rules and regulations of play?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
 - How can I make movement more interesting, fun, and enjoyable?
 - How does my use of movement influence that of others?
- Why is it so difficult to become healthy and physically fit?
- Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

Students will know how to ...

Critical Vocabulary:

Squat, tuck, pike, straddle, balance, forward, roll, back roll, back extension, back walk over, back hand spring, cartwheel.

Correct form and control when combining and modifying movement skills in applied settings.

- Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings.
- Use momentum, force, and torque to enhance or change the performance of movement skills during physical activity.
- To transfer specialized movement skills that use similar patterns from one movement activity to another.
- To analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective.
- Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility.
- Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill.
- Analyze how movement activities reflect culture, era, geography, or historical context.

Strategy

- Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings.

Sportsmanship, Rules, and Safety

- Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and

Students will be able to...

Perform a squat, tuck, pike, straddle, balance, forward, roll, back roll, back extension, back walk over, back hand spring, cartwheel, tripod, headstand, and hand stand.

- Develop timing, judgment, coordination.

Participate in field events and track events

- Demonstrate use of mental and physical strategy

Perform basic skills needed to participate in tumbling.

- Be knowledgeable in the history and origin of sport.
- Utilize strategy.
- Know key vocabulary terms.
- Demonstrate proper sportsmanship.

Modifications are being made for students with I.E.P.’s.

<p>recommend strategies to improve on performance and behavior. Investigate the impact of rules and regulations on the health and safety of participants.</p>	<p>Safety issue and procedures are being addressed on a daily basis.</p>
<p style="text-align: center;">Assessment and Experience</p> <p>Introduce the unit using the essential questions Present critical vocabulary words Conduct a practice session where the students demonstrate their understanding of the information given.</p> <p>Instructional Practices for the Teacher Demonstrate a concern, and high priority for safety, Model leadership qualities, Circulate and monitor class for good safety Standards. Model skill progression. 20% written, 60% participation, 20% skill proficiency</p> <ul style="list-style-type: none"> • Visual observation • Skill Test • Written evaluations • Peer review • In class assignments • Individual improvements • Sportsmanship <p>Multimedia presentations (content, delivery, appropriate use of media)</p>	
<p style="text-align: center;">Resources</p> <p>Equipment specific to activity Video cameras Gymnasium/playing field Audio media sources, Internet</p>	

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Volleyball

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Volleyball

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.
- Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations
- In order for all participants and spectators to experience the maximum benefit from games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines.
- Sports psychology techniques prepare athletes to compete at the optimum level.
- Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness.
- Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise.

Essential Questions:

- How can volleyball lead to teamwork and cooperative learning concepts?
- How can volleyball lead to a lifestyle of fitness and wellness?
- How does volleyball enhance muscular strength and endurance?
- What is the proper technique in executing an overhand and underhand serve?
- What is the proper technique in executing a bump, set and spike?
- What are the basic rules and scoring procedures for volleyball?
- How do you rotate properly?
- What is a carry/life?
- What is a dig?
- What is a let serve?

<ul style="list-style-type: none"> • Ongoing feedback and assessment is necessary I determining the effectiveness of a personal fitness program. 	
<p>Enduring Understanding: Students will understand that...</p> <ul style="list-style-type: none"> • Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity. Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities. • Implementing effective offensive, defensive, and cooperative strategies is necessary for all players to be successful in game situations • In order for all participants and spectators to experience the maximum benefit form games and sports, everyone must demonstrate a knowledge and commitment to sportsmanship, rules and safety guidelines. • Sports psychology techniques prepare athletes to compete at the optimum level. • Understanding fitness concepts and skills and integrating them into your everyday routine supports wellness. • Physical fitness is the ability of your whole body to work together efficiently to be able to do the most work with least amount of effort. • Developing and implementing a program that utilizes appropriates training principles is necessary for lifetime fitness. • Achieving and maintaining fitness requires age appropriate intensity, duration and frequency of exercise. • Ongoing feedback and assessment is necessary I determining the effectiveness of a personal fitness program. 	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can volleyball lead to teamwork and cooperative learning concepts? • How can volleyball lead to a lifestyle of fitness and wellness? • How does volleyball enhance muscular strength and endurance? • What is the proper technique in executing an overhand and underhand serve? • What is the proper technique in executing a bump, set and spike? • What are the basic rules and scoring procedures for volleyball? • How do you rotate properly? • What is a carry/life? • What is a dig? • What is a let serve?
<p>Students will know...</p> <ul style="list-style-type: none"> • Explain and perform movement skills that combine 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Demonstrate improved agility, quick thinking, and hand-

mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

- Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
- Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
- Demonstrate the use of offensive, defensive, and cooperative strategies in individual, dual, and team activities.
- Compare and contrast strategies used to impact individual and team effectiveness and make modifications for improvement.
- Compare the roles and responsibilities of players and observers and recommend strategies to enhance sportsmanship-like behavior.
- Apply rules and procedures for specific games, sports, and other competitive activities and describe how they enhance participation and safety.
- Relate the origin and rules associated with certain games, sports, and dances to different cultures.
- Analyze the social, emotional, and health benefits of selected physical experiences.
- Explain and apply the training principles of frequency, intensity, time, and type (FITT) to improve personal fitness.
- Evaluate the short- and long-term effects of anabolic steroids and other performance-enhancing substances on personal health.

eye coordination in a volleyball game situation.

- Utilize volleyball skills in an effective way in order to create enjoyment and potential carry-over as a leisure-time activity.
- Execute proper bumping, serving and setting technique in modified and regulation volleyball settings.
- Demonstrate a proper team rotation in a regulation volleyball setting.

Assessment and Experience

Introduce the unit using the essential questions

Present critical vocabulary words

Conduct a practice session where the students demonstrate their understanding of the information given.

- Teacher observation
- Peer observation
- Student assessment via, in class assignments, homework, fitness tests, sportsmanship, skills test, written tests, individual improvement

- Psychomotor- demonstrates/cues
- Cognitive- written and verbal
- Affective –cooperation and effort

- Gross Motor- walking, skipping, galloping, hopping, jumping, sliding, jump ropes, long ropes.
- Fine Motor- Complex puzzles smaller sized manipulative, writing instruments in a conventional manner.
- Moving safely throughout a space in different directions using these movements.

Summative Assessment

- 60% participation, 20% skill testing, 20% written testing.

Suggested Activity

- Multiple select-various games/activities; modified volleyball games, volleyball bump and set small group practice, volleyball rotation practice games, regulation volleyball games.

Resources

Teacher Resources:

- Lesson Plans, New Jersey Core Curriculum Content Standards, Teacher Web – Based Search Engines, Teacher Textbooks, Audio/Visual Equipment

Equipment Needed:

- Volleyballs, volleyball stands, volleyball nets, volleyball worksheets, volleyball study guides, volleyball written exam.

Irvington Public Schools

Course: Physical Education Grade 9-12

Unit: Weight Training

Year: 2010-2011

Course: Physical Education

Grade: 9-12

Unit: Weight Training

Time & Pacing: 3 weeks

N.J.C.C.C.S.: 2.5.12.A.1, 2.5.12.A.2, 2.5.12.A.3, 2.12.A.4, 2.5.12.B.3, 2.5.12.C.12.6.12.A.1, 2.6.12.A.2, 2.6.12.A.3, 2.6.12.A.4, 2.6.12.A.5

Enduring Understanding:

Students will understand that...

- Research shows that people who participate in regular activity, no matter what form, are more likely to do so because they feel comfortable and competent in movement skills.
- Skill development involves an understanding of movement concepts, the underlying principles of physics, as a means to analyze movement performance and make adjustments
- Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting.
- Developing and implementing a program that utilizes appropriate training principles is necessary for lifetime fitness.
- Performing movement skills in a technically competent way improves overall performance and increases the participation in lifelong physical activity.
- Knowing and understanding concepts of movement develops performance in a specific skill and provides the ability to transfer

Essential Questions:

- What are the basic rules and scoring?
- How can understanding movement concepts improve my performance?
- Why do team sports allow for collaboration among the students?
 - What are the rules and regulations of play?
- How do I develop an appropriate personal fitness program and find the motivation to commit to it?
 - How can I make movement more interesting, fun, and enjoyable?
 - How does my use of movement influence that of others?
 - Why is it so difficult to become healthy and physically fit?
 - Why is it even harder to stay healthy and physically fit?
- How can I set challenging fitness goals that help me stay committed to wellness?

<p>Students will know how to ...</p> <p><u>Critical Vocabulary:</u> Human anatomy, (muscular) Correct form and control when combining and modifying movement skills in applied settings.</p> <ul style="list-style-type: none"> • Use information from internal and external sources to detect, analyze, and correct errors in movement skills and patterns used in applied settings. • Use momentum, force, and torque to enhance or change the performance of movement skills during physical activity. • To transfer specialized movement skills that use similar patterns from one movement activity to another. • To analyze a movement performance and discuss how each part can be made more interesting, creative, efficient, and/or more effective. • Predict changes in movement performance based on the application of balance, counter balance, weight transfer, and agility. • Analyze the impact of kinesthetic awareness, “perfect” practice, motivation, and appropriate challenges in facilitating the learning and refinement of a movement skill. • Analyze how movement activities reflect culture, era, geography, or historical context. <p><u>Strategy</u></p> <ul style="list-style-type: none"> • Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies in applied settings. <p><u>Sportsmanship, Rules, and Safety</u></p> <ul style="list-style-type: none"> • Analyze the role, responsibilities, and preparation of 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Develop timing, judgment, coordination. • Understand and utilize free weights and weight machines • Perform basic skills: weight training, partner resistance, calisthenics, and stretching, isometric, isotonic. • Develop overall muscular strength and endurance. • To practice spotting and safety at all times. • Demonstrate use of mental and physical strategy <p>Perform basic skills needed to participate in weight training.</p> <ul style="list-style-type: none"> • Be knowledgeable in the history and origin of sport. • Know key vocabulary terms. • Demonstrate proper sportsmanship.
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<p>players, officials, trainers, and other participants and recommend strategies to improve on performance and behavior. Investigate the impact of rules and regulations on the health and safety of participants.</p>	<p>Modifications are being made for students with I.E.P.'s. Safety issue and procedures are being addressed on a daily basis.</p>
<p style="text-align: center;">Assessment and Experience</p> <p>Introduce the unit using the essential questions Present critical vocabulary words Conduct a practice session where the students demonstrate their understanding of the information given.</p> <p>Instructional Practices for the Teacher Demonstrate a concern, and high priority for safety, Model leadership qualities, Circulate and monitor class for good safety standards Circuit training, student assessment log. 20% written, 60% participation, 20% skill proficiency</p> <ul style="list-style-type: none"> • Visual observation • Skill Test • Written evaluations • Peer review • In class assignments • Individual improvements • Sportsmanship <p>Multimedia presentations (content, delivery, appropriate use of media)</p>	
<p style="text-align: center;">Resources</p> <p>Equipment specific to activity, Gymnasium/playing field Video cameras, Internet</p>	

Health and Physical Education Internet Resource Sites

Action for Health Kids: www.actionforhealthykids.org

Adolescent Health On-Line - posted by the American Medical Association:

<http://www.ama-assn.org/ama/pub/physician-resources/public-health/promoting-healthy-lifestyles/adolescent-health.shtml>

Adolescent - Social Skills for Middle School Students: <http://www.cccoe.net/social/skillslist.htm>

Alliance for a Healthier Generation: www.healthergeneration.org

American Alliance for Health, Physical Education, Recreation, and Dance: www.aahperd.org

American Heart Association: www.americanheart.org

Answer-Network for Family Life Education Teen Magazine/Web: www.sexetc.org

A Puff Doesn't Make You Cool - [grades 9-12] project-based lesson:

<http://web.archive.org/web/20070211031735/http://www.thesolutionsite.com/lpnew/lesson/5105/lesson2.htm>

Association for Supervision and Curriculum Development: www.wholechildeducation.org

Awesome Library Physical Fitness: http://www.awesomelibrary.org/Classroom/Health_PE/Physical_Education/Physical_Education.html

BAM - Body and Mind: <http://www.bam.gov/index.html>

Basketball Coach's Clipboard: <http://www.coachesclipboard.net/>

Blue zones web based intervention program: <http://www.bluezones.com>

Brain Compatible Active Learning: www.actionbasedlearning.com

Center for Disease Control (CDC): www.cdc.gov

Coaching Guide: <http://www.brianmac.co.uk/index.htm>

Coordinated approach to child health: (CATCH): www.flaghouse.com

Comprehensive health education foundation (CHEF): www.chef.org

Discovery Education Health Lessons: www.discoveryhealthconnection.com

Drugs Use in Sports: http://sports.findlaw.com/sports_law/drugs/testing/

Energizers-classroom physical education activities: <http://www.ncpe4me.com/energizers.html>

Exercise Training Program: <http://www.netfit.co.uk/wkmen.htm>

Fit4Fun Kids: <http://worknotes.com/IL/Chicago/Fit4FunKidsFitness/NewsFlash4.stm>

Fitness Tests: <http://www.topendsports.com/testing/tests/>

Georgia State University Exercise and Fitness page: <http://www2.gsu.edu/~wwwfit/index.html>

Human Anatomy Online: <http://www.innerbody.com/htm/body.html>

Health Lesson Plans for Block Scheduling: <http://www.glencoe.com/sec/health/teachres/lessonplans.shtml>

Health Teacher Lessons: www.healthteacher.com

Human Kinetics: www.humankinetics.com

Human Heart: <http://www.fi.edu/learn/heart/index.html>

Health and academic achievement coordinated school health model: www.thesociety.org

Internet for Classrooms (comprehensive list of PE and physical education resources):

http://www.internet4classrooms.com/links_grades_kindergarten_12/physical_education_pe_health.htm

Kids Health: http://kidshealth.org/teen/your_body/

Mind over Matter the effects of drugs on the body: <http://teens.drugabuse.gov/mom/index.php>

NCAA Drug Testing:

http://web.archive.org/web/20071116032313/http://www2.ncaa.org/portal/legislation_and_governance/eligibility_and_recruiting/drug_testing.html

New Jersey Association for Health, P.E., Recreation, and Dance: www.njahperd.org

Nickelodeon: Let's just play campaign: www.nick.com/all_nick/everything_nick/ljp_home07.jhtml

New Jersey Model Nutrition Policy: www.nj.gov/agriculture/divisions/fn/childadult/school_model.html

New Jersey Obesity Prevention Action Plan: www.state.nj.us/health/fhs/documents/obesity_prevention.pdf

PE Central: www.pecentral.org

National Heart Lung and Blood Institute: <http://www.nhlbi.nih.gov/>

Science of Movement: www.exploratorium.edu/sports/

Smart Mouth all about foods: <http://www.cspinet.org/smartmouth/index1.html>

Irvington Public Schools



Reference List

References

New Jersey Department of Education (2010). New Jersey Core Curriculum Content Standards. Retrieved June 29, 2010 from <http://www.lib.wsc.ma.edu/webapa.htm>

Mount Laurel Board of Education. Health & Physical Education Curriculum. Retrieved June 30, 2010, from <http://www.mtlaurelschools.org/curriculum/index.php>