

# Black Horse Pike Regional School District

Course Name

Grades 9-10 Physical Education

Curriculum Date

2024

## Unit #1 Team Sports and Cooperative Activities: Overview

This unit is designed to develop a basic understanding for sports and activities that are played in teams. Students will demonstrate physical skills needed in a game, including agility, reaction time, and coordination. On a cognitive level, it allows students to demonstrate knowledge of the rules, strategy, sportsmanship, and teamwork in game-like situations. Students will understand how team sports will keep them active throughout their lifetime, and they can perform them while working cooperatively. Students will analyze and evaluate various ideas and strategies to help them efficiently and effectively solve problems and complete tasks. Completing these tasks with their classmates will help them create real-world connections as they consider how the skills of cooperation, communication, tolerance, and respect will help them throughout their life. They will realize the benefits of exercise and how important it should be in their daily lives. Students will perform and practice individual skills and progress towards working cooperatively with others. Activities include, but are not limited to, soccer, frisbee, football, basketball, volleyball, lacrosse, table tennis.

### Essential Questions:

- Why is it important to work collaboratively with others?
- How do I share my ideas with others to accomplish a goal?
- Why is team building so important?
- Why is it important to listen to a variety of ideas even if they are different from my own?
- Why is it important to demonstrate responsible personal and social behaviors in physical activity settings?
- How does appropriate communication affect your ability to complete a task as a team?
- To what extent does strategy influence performance in cooperative games and activities?
- Why is it important to establish leadership roles when working in a group?
- How can I be successful when participating in a team sport?
- What skills are necessary to be able to compete in a team sport?
- How do team sports increase cardiovascular endurance?
- How does participating in healthy activities make me a better person?
- How does effective and appropriate movement affect wellness?
- Why do I have to understand concepts of movement when I can already perform the movement?
- To what extent does strategy influence performance in competitive games and activities?
- Why do I have to show good sportsmanship and follow the rules when others do not?

### Learning Targets & Standards

#### **1. Community resources can support a lifetime of wellness to self and family members.**

- *Implement a financial plan for participation in physical activity in the community for self and family members.. (2.2.12.LF.6)*
- *Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. (2.2.12.LF.7)*
- *Identify personal and community resources to explore career options related to physical activity and health. (2.2.12.LF.8)*

#### **STUDENTS WILL BE ABLE TO:**

- Identify various ways to participate in physical activities in the community.
- Identify various places where they can utilize in order to participate in different physical activities.
- Describe technologies used for participation in sports.
- Describe the different career opportunities offered to those interested in sports and physical activities.

**2. Advanced technique and concepts will elevate student's confidence, performance, skills, and participation in physical activity.**

- Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills. (2.2.12.MSC.1)
- Analyze application of force and motion and modify movement to impact performance. (2.2.12.MSC.2)

**STUDENTS WILL BE ABLE TO:**

- Demonstrate an understanding of the cooperative activity through active participation
- Analyze their own personal roles in the group and apply that role to enhance the effectiveness of the group.
- Describe the rules for each team sport that they'll be participating in.
- Apply the individual skills to game-like situations.
- Modify their techniques for specific skills and adapt them for the different sports they are participating in.

**3. Individual and team execution requires interaction, respect, effort, and positive attitude.**

- Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior. (2.2.12.MSC.4)

**STUDENTS WILL BE ABLE TO:**

- Respectfully communicate with diverse groups
- Identify and demonstrate safety protocol.
- Work collaboratively with others to achieve a common goal
- Evaluate each other with peer assessments in order to improve their performance while participating.

**Assessments:**

- Pre-test
- Formative Assessments: Class discussion, Exit tickets, Teacher observations, Individual conferences, Class participation, Peer and self-evaluations
- Summative Assessments: Activity Assessments (per each) + MP Assessment

*Grading Categories:*

Preparation/Participation = 30%

Fitness Activities = 20%

Activity 1 + Activity 2 = 40%

MP Skills Assessment = 10%

**Instructional Strategies & Unit Resources:**

Cooperative games and instructions are linked below:

 **9th Grade PE Cooperative Games**

[9-10th Grade Sports](#)

[PE Rubric](#)

Vocabulary***Tier 2 (high-frequency words used throughout the unit)***

- Communication
- Respect
- Cooperation
- Community
- Diversity
- Leadership
- Goal
- Safety
- Participation
- Debrief
- Reflection

***Tier 3 (discipline-specific words used throughout the unit)***

- Healthy
- Fitness
- Static Stretching
- Dynamic Stretching
- Flexibility
- Resting Heart Rate
- Sportsmanship
- Accountability
- Problem-Solving
- Success

**Accommodations & Modifications for Special Education or 504 plan purposes**

- Provide clear directions and prompts for activities.
- Assist with organization.
- Offer extra explanations and alternative methods of examples for daily activity (demonstrations).
- Provide assistance on an individual basis when needed.
- Modify the rules to fit a student's ability level.

**Interdisciplinary Connections & 21st Century Themes & Skills**

*Language Arts, Speaking & Listening Domain:*

*SL.PE.9-10.1.B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.*

*Science: PS2.A - Forces & Motion-*

*Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2), (HS-PS2-3)*

*Life Literacies: Creativity & Innovation:*

*94.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.12prof.CR3a). (growth mindset)*

**Unit#2 Fitness: Overview**

This unit aims to instill the value of lifelong physical activity for health, enjoyment, and social interaction. Students will learn about flexibility, cardiovascular endurance, muscular strength, and endurance through diverse health perspectives. Inquiry-based instruction will foster critical thinking about physical activity's role in overall wellness. Students will assess their fitness levels, create personal fitness plans, set realistic goals, and track their progress. Assessments will evaluate their understanding of fitness activities and encourage lifelong wellness.

**Essential Questions:**

1. How much exercise is needed to get/stay physically fit?
2. Will I be able to learn the basics of a physical fitness program?
3. How can you challenge yourself in the future?
4. Why is exercise important?
5. How do I perform bodyweight exercises properly?
6. What factors should be considered when designing a personal wellness plan?
7. Why is flexibility important?
8. How can yoga, CrossFit, kickboxing, and weight training improve my fitness levels, coordination, and confidence?
9. How can walking/jogging, spin, and cardio exercises increase my cardiovascular endurance?

**Learning Targets & Standards**

**1. *Physical and emotional growth often relies on taking personal responsibility for developing and maintaining physical fitness levels that also provide opportunities for self expression, enjoyment, and emotional satisfaction.***

- *Compare the short-and long term benefits of physical activity and the impact on wellness associated with physical, mental, and emotional fitness through one's lifetime. (2.2.12.PF.1)*
- *Respect and appreciate all levels of ability and encourage with care during all physical activities. (2.2.12.PF.2)*
- *Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles and the components of skill related fitness. (2.2.12.PF.3)*

**STUDENTS WILL BE ABLE TO:**

- Establish their own personal fitness plan.
- Identify what a fitness goal/plan looks like.
- Assess their own progress while working on their fitness goals.
- Identify long and short term benefits of physical activity.

**2. *Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment.***

- *Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. (2.2.12.LF.1)*
- *Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.. (2.2.12.LF.3)*
- *Exhibit responsible behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity. (2.2.12.LF.4)*

**STUDENTS WILL BE ABLE TO:**

- Establish their own personal fitness plan.

- Identify what a fitness goal/plan looks like.
- Assess their own progress while working on their fitness goals.
- Identify long and short term benefits of physical activity.

**3. Healthy habits and behaviors are created by personal learning experiences, knowledge, beliefs, and goals towards living and maintaining a healthy lifestyle of fitness, self-expression, social interaction, and enjoying movement in a safe and healthy environment.**

- Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community. **(2.2.12.LF.1)**
- Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures. **(2.2.12.LF.2)**
- Describe the social benefits gained from participating in physical activity. **(2.2.12.LF.5)**

**STUDENTS WILL BE ABLE TO:**

- Define what a healthy active lifestyle means to them.
- Understand the positive effects of physical activity on one's overall wellness (physical, emotional, and psychological).
- Analyze their own personal level of fitness.
- Understand the importance of daily exercise for health, enjoyment, and social interaction.
- Create goals for themselves based on their age, gender, genetics, and body composition.
- Design, implement, and evaluate a personalized fitness plan.

**4. Community resources can support a lifetime of wellness to self and family members.**

- Implement a financial plan for participation in physical activity in the community for self and family members.. **(2.2.12.LF.6)**
- Analyze the current and future impact of globalization and technology on the influences of participation in sports, games, physical fitness activities, dance, gaming, outdoor adventure, viewing sports, and social and emotional connections. **(2.2.12.LF.7)**
- Identify personal and community resources to explore career options related to physical activity and health. **(2.2.12.LF.8)**

**STUDENTS WILL BE ABLE TO:**

- Utilize current technology to monitor and influence their current fitness levels.
- Identify community resources such as gyms, recreational centers, parks, fitness centers, and other accessible areas to help support their fitness goals.
- Understand the importance of flexibility and its role in decreasing injury and improving overall movement.
- Understand that fitness has several lifelong benefits (commitment, dedication, and discipline).
- Demonstrate their ability to properly perform body weight exercises.
- Develop the skills, knowledge, and motivation to stay fit for life.
- Describe the different career opportunities offered to those interested in physical activities.

## Assessments:

- Pre-Test
- Exit Tickets
- Participation and observation
- Peer/self-evaluation
- Preparation
- Participation/preparation using department rubric
- Weight Room Log

## Instructional Strategies & Unit Resources:

- Walk/Run on Track

-Running is an effective way to increase your cardiovascular fitness, lose weight, and even reverse bone loss. In addition to these benefits, running track promotes competition and encourages you to improve your running ability while promoting teamwork.

- CrossFit

-CrossFit workouts incorporate elements from high-intensity interval training, calisthenics, and other exercises. Students will complete “WODs” which are workouts of the day.

- Yoga

-Yoga helps students see the beauty and light within themselves, thereby boosting their self-confidence, allowing them to feel more comfortable with their bodies, and helping them get in touch with who they are inside. This teaches mindfulness and relaxation while having them develop essential skills for a lifetime of health and wellness in the mind, body, and spirit.

- Mindfulness/Meditation

-This is a practice that integrates the mind and body to calm the mind and improve overall well-being. Meditation can involve focusing on a specific sensation, like breathing, a sound, or a mantra. This can assist in reducing stress and anxiety, improving attention and memory, and promoting self-regulation and empathy.

- Circuit Training

-Circuit training is a form of body conditioning or resistance training using high-intensity aerobics. It targets strength building or muscular endurance. An exercise “circuit” is one completion of all prescribed exercises in the program. These exercises can be done in the weight room or in the gym with specific equipment.

- Fitness Games

- A variety of fitness based games that get the students participating in high-intensity activities that focus on fun, competitive interactions that inspire students to improve their overall fitness levels. These games act as a focal point to help students understand that fitness is not a punishment and can be enjoyed in a variety of settings.

- Dance

- Students participate in a dance unit that incorporates Square and Line dancing techniques. Students learn and implement the choreography in order to participate.

**RESOURCES:**[Weight Room Exercises](#)[Fitnessgoals](#)[Dance Rubric](#)**Vocabulary***Tier 2 (high-frequency words used throughout the unit)*

- Gender, Age, Genetics, Motivation, Lifelong, Commitment, Challenges, Social Interaction, Enjoyment, Goals, Coordination, Confidence

*Tier 3 (discipline-specific words used throughout the unit)*

- Cardiovascular endurance -Flexibility -Muscular Strength-Muscular Endurance-Resting Heart Rate -Body Composition -Body Weight -Resistance Training - Reps - Sets - Intensity - Duration - Frequency - Upper Body - Core - Lower Body - WOD (work out of the day) -Static Stretching -Dynamic Stretching

**Accommodations & Modifications**

Adapt PE Activities according to guidelines set forth by the district:

[Special Education](#), [504 Plans](#), [Multilingual Learners](#), [At-Risk Students](#), [Gifted & Talented Students](#)**Accommodations & Modifications for Special Education or 504 plan purposes**

- Provide clear directions and prompts for activities.
- Assist with organization.
- Offer extra explanations and alternative methods of examples for daily activity (demonstrations).
- Provide assistance on an individual basis when needed.
- Modify the exercises to fit a student's ability and fitness level.
- Offer modifications to make the exercises more challenging.

**Interdisciplinary Connections & 21st Century Themes & Skills***Language Arts, Speaking & Listening Domain:**SL.PE.9-10.1.B - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.**Science: PS2.A - Forces & Motion-**Momentum is defined for a particular frame of reference; it is the mass times the velocity of the object. (HS-PS2-2) If a system interacts with objects outside itself, the total momentum of the system can change; however, any such change is balanced by changes in the momentum of objects outside the system. (HS-PS2-2), (HS-PS2-3)**Life Literacies: Creativity & Innovation:**9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). (growth mindset)**Career:**9.3.HL-SUP.4 Maximize available resources for proper care and use of healthcare equipment and materials.*