

**Summit High School
Summit, NJ**

Grade Level 9-12 / Content Area: Physical Education

**Revised By:
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**Course of Study:
Physical Education**

**Length of Course:
3 Marking Periods**

Course Description:

The Physical Education curriculum is designed to provide students with developmentally appropriate learning opportunities with meaningful content and instruction over the course of four years to increase awareness and literacy. All learning activities correlate with the New Jersey Comprehensive Physical Education Standards. The students are provided a common core of learning experiences designed to develop a proficiency in health-related fitness, physical competence, cognitive understanding, and a positive attitude about physical activity, that will foster lifelong health and a physically active lifestyle.

Badminton

Big Ideas: *Course Objectives/Content Statement(s)*

- **Motor Skill instruction during the Badminton unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of Badminton can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Badminton can be both challenging and a great stress reliever.**

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

<ul style="list-style-type: none"> • What are the differences between singles and doubles play? • Why is it important to use proper techniques when performing the various strokes? • How does the understanding of court position in badminton impact game play? • How do game strategies in badminton improve performance on the court? • How does my movement on a badminton court influence that of my partner? • Why is it important to adhere to safety practices, rules, and etiquette when playing. • What skills are vital to a quality game of Badminton? • What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction? • How does the game of Badminton improve physical, mental/emotional, and social wellness? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Proper skill techniques are vital to a well-played match. • Communication in doubles badminton is just one strategy. • Demonstrate the use of offensive, defensive, and cooperative strategies in badminton. • Playing fairly makes the game more challenging and fun. • Students will understand that keeping score can be used to motivate and initiate friendly competition. • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Implementing movement principles in badminton such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Students will understand that Badminton improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. • Badminton can be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. • As a partner sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.
<p>Areas of Focus: Proficiencies (New Jersey Student Learning Standards)</p>	<p>Lessons</p>
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations</p>	<p>Instructional Focus: Safety with active participation, clear understanding of the Badminton rules, sportsmanship, communication, and demonstration of proper techniques before and during game play. Skills include proper grip, stance, stroke, the clear,</p>

<p>(e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <p>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime</p> <p>2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise</p>	<p>the drop, service, drive, smash, net play, and lob. Setting up to attack and offensive strategies. Defensive formations and strategies</p> <p>Whole-Part-Whole learning.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> ● Go over rules, safety, origin, and skills ● Individual discovery ● Partner drills <p>Lesson 2:</p> <ul style="list-style-type: none"> ● Review rules and safety ● Practice skills individually and with a partner ● Discuss Scoring ● Small game play. <p>Lesson 3:</p> <ul style="list-style-type: none"> ● Review rules ● Practice skills individually, in pairs, small groups. ● Small game play. <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Review small game play ● Start tournament play <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Round Robin/Tournament Play
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<p>type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <p>2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p> <p>2.2.12.LF.4: Exhibit responsible social 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.</p> <p>2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>							
Differentiation	Assessments						
<table><tr><td colspan="3">Supports for English Language Learners</td></tr><tr><td>Sensory Supports</td><td>Graphic Supports</td><td>Interactive Supports</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	<p>Formative Assessments:</p> <ul style="list-style-type: none">● Teacher observation on skillwork and teamplay● Peer Skill Assessment● Reflective Journal Prompts on Gameplay, skillwork, and partner interactions● Observations during Round Robin Play on behavior, fair Play, cooperation, and attitude.● Exit tickets to check for understanding
Supports for English Language Learners							
Sensory Supports	Graphic Supports	Interactive Supports					

Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners	Summative Assessments, Projects, and Celebrations: <ul style="list-style-type: none"> ● Psychomotor Skill assessment ● Cognitive assessment on rules, strategy and game play ● Peer feedback ● Tournament Play
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups	
	Videos & Film of how to play	In a whole group	
		Google Translate of rules and court dimensions	
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	

Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Basketball
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Motor Skill instruction during the Basketball unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the games of Basketball can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Basketball can be both challenging and a great stress reliever. <p><u>Emotional Health</u></p>

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">● What are the different positions one can play on the court?● How does the history of the game affect the game today? How has the game changed throughout the years?● Explain the different roles and responsibilities players, officials, coaches, and other participants have? Are those roles and responsibilities the same for every level of play?● What are the basic offensive and defensive strategies in the game of basketball?	Students will understand that... <ul style="list-style-type: none">● Proper skill techniques and strategy are vital to a well-played game.● Communication, strategy, cooperation and positive encouragement in team play are important game strategies and often make a team more successful.● Playing as a cohesive team adds to the enjoyment of this life long sport.● Performing proper skills/ techniques will enhance the game.

<ul style="list-style-type: none"> • When a player fouls out, how does the game change? • Why is it important to adhere to safety practices, rules, and etiquette? • What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction? • How does the game improve physical, mental/emotional, and social wellness? • Why is it important to adhere to safety practices, rules, and etiquette when playing? • What skills/strategies are vital to be a “good” player of the game? • What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction? • How does the game improve physical, mental/emotional, and social wellness? • Why is sport specific warm-up important? • How does teamwork and sportsmanship affect game play? 	<ul style="list-style-type: none"> • Students will understand and demonstrate the use of effective offensive, defensive, and cooperative strategies in Basketball. • Playing fairly makes the game more challenging and fun. • Proper rules and compliance to regulations and techniques will aid in developing a well-rounded player. • Students will understand that keeping score can be used to motivate and initiate friendly competition. • Students will understand how to react in different game situations • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Implementing movement principles in Basketball such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Students will understand that these games improve cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. • Basketball can be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. • As a team sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately</p>	<p>Instructional Focus: Safety with active participation, clear understanding of basketball rules, sportsmanship, communication, and demonstration of proper techniques before, during, and after game play.</p>

respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.2.12.MSC.1: 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.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

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2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age,

Lesson 1:

- Go over rules, safety, origin, and skills
- Individual discovery and practice
- Partner drills

Lesson 2:

- Review rules and safety
- Practice skills individually and with a partner
- Discuss Scoring
- Small game play.

Lesson 3:

- Review rules
- Practice skills individually, in pairs, small groups.
- Small game play.

Lesson 4:

- Review small game play
- Start tournament play

Lesson 5:

- Round Robin/Tournament Play

<p>nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <p>2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p> <p>2.2.12.LF.4: Exhibit responsible social 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.</p> <p>2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>							
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Supports for English Language Learners							
Sensory Supports	Graphic Supports	Interactive Supports					

Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners	<ul style="list-style-type: none"> Exit tickets to check for understanding <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> Psychomotor Skill assessment Cognitive assessment on rules, strategy and game play Peer feedback Tournament Play
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups	
	Videos & Film of how to play	In a whole group	
		Google Translate of rules and court dimensions	
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	

Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Fitness
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Students will learn a variety of cardiovascular, strength training, and fitness concepts that they can utilize in a group or individual setting. The Fitness unit can enhance a student's physical, mental, and social development and allow for understanding the importance of exercise for overall health. Students will work on movement concepts and principles. Students will design and implement a strength and conditioning program that develops balance in opposing muscle groups (antagonistic) and support a healthy, active lifestyle. Knowledge of lifetime wellness and fitness will be covered throughout the unit.

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Nutrition

-The balance of food intake and exercise is a vitally important component of nutritional wellness, and is tempered by factors like age, lifestyle, and family history.

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• What are the Physical, Cognitive, and social benefits of exercise?• Why is it important to perform weight training exercises with proper form? How can you make sure you are using proper	Students will understand... <ul style="list-style-type: none">• The physical, cognitive, and social health benefits of exercise.• The importance of proper form and

<p>form?</p> <ul style="list-style-type: none"> • What safety measures should you take to protect yourself from injury during your workouts? • What are different group fitness classes available for strength training and cardiovascular exercise? • What constitutes a healthy lifestyle? What should you consider when designing a strength and conditioning program? • What methods can you use to incorporate exercise into your daily routine? • Why is it important to create and follow a fitness program? • What are the 5 health related fitness components? • What is the F.I.T.T. Principle? • What are antagonistic muscle groups? • What are joint and muscle movements? • What are the different muscle groups and exercises that target each? • How does nutrition impact your physical performance? 	<p>technique and how improper techniques can lead to injury.</p> <ul style="list-style-type: none"> • That safety is one of the most important concepts regarding weight training and fitness. They will understand the safety rules specific to the SHS fitness center and the importance of abiding by those rules to prevent accidents and injuries. • That there are different ways to exercise, whether it is sport specific, group fitness classes, strength training, spinning, yoga, circuit training, HIIT, Kickboxing, Aerobics, Tabata, etc. • That individualized fitness plans can improve cardiorespiratory fitness, muscular strength, muscular endurance, and flexibility and improve confidence. • The different muscle groups and exercises that target each group. • The five different phases of a workout including the warm up, stretch, workout, cooldown, and stretch. • The measures they can take to achieve/maintain a healthy body composition, and analyze how genetics, gender, nutrition, age, and activity play a role. • Students will gain knowledge of modifications for each exercise that increases individual success and performance. • That exercise is known as a stress reliever and can improve ones self esteem which can ultimately improve mental/emotional wellness.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p>	<p>Instructional Focus: Safety with active participation, a clear understanding of the proper weight room etiquette and rules, and proper techniques during a variety of exercises. Proper</p>

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.2.12.MSC.1: 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.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

knowledge of how to use the equipment in the weight room, and the importance of incorporating exercise into student's daily lives.

Lesson 1:

- Go over rules, safety, and etiquette of the weight room.
- Discuss benefits of exercise and why fitness is so important in daily life.
- Go over different weight room equipment and safety/how to use each.
- Individual discovery of weight room equipment

Lesson 2:

- Review rules and safety
- Go over F.I.T.T. Principle
- 5 Health Related Fitness Components
- Full body workout

Lesson 3:

- Review Safety and etiquette
- Joint Muscle Movement
- Antagonistic Muscle Groups
- Full Body Workout

Lesson 4:

- Discuss how to break up workouts by muscle groups
- Start workout plan

Lesson 5:

- Review
- Continue workout plan

Lesson 6

- Begin individualized workout plan

Lesson 7

- Continue Individualized workout plan

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: 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.2: 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.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Differentiation

Assessments

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Manipulatives (equipment)	Pictures, Illustrations, diagrams &	In pairs or partners

Formative Assessments:

- Teacher observation performance of exercises
- Peer Skill Assessment
- Reflective Journal Prompts on participation in the weight room and partner interactions.
- Teacher observations during workout plan on behavior, cooperation, weight room etiquette, and partner interactions.
- Exit tickets to check for understanding
- Completion of daily exercises task Sheets

	drawings of equipment and rules	
Pictures, Illustrations, diagrams & drawings of equipment and rules	Graphic Organizers	In triads or small groups
	Videos & Film of how to perform exercises	In a whole group
		Google Translate of rules and court dimensions

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Summative Assessments, Projects, and Celebrations:

- Psychomotor Skill assessment on different exercises
- Cognitive assessment on content, rules, safety and etiquette
- Peer feedback
- Completion of Individualized workout plan

Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Floor Hockey
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Motor Skill instruction during the Floor Hockey unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of Floor Hockey can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Floor Hockey can be both a challenging and a great stress reliever.

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
What components of fitness does floor hockey encompass? What are the basic offensive and defensive strategies in the game of floor hockey? What are the benefits of displaying appropriate floor hockey skills in a game situation?	<ul style="list-style-type: none">● Students will understand that it is important to perform fundamental skills such as passing, traveling, controlling, and shooting the hockey puck.● Students will understand the importance of physical conditioning and its relationship to participation in the sport of floor hockey.● Students will be able to identify potential risks

<p>How do teamwork and sportsmanship affect game play?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What skills are vital to a “good” game of floor hockey?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical, mental/emotional, and social wellness?</p>	<p>and dangers associated with physical activity and describe how to minimize these risks.</p> <ul style="list-style-type: none"> • Students will implement basic offensive and defensive positions and formations. • Students will understand the dimensions of the playing court, boundaries and other areas of importance. • Proper rules and compliance to regulations and techniques will aid in developing a well-rounded hockey player. • Students will understand that keeping score can be used to motivate and initiate friendly competition. • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Students will understand that floor hockey improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be an enjoyable stress reliever improving social, mental/emotional wellness.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and</p>	<p>Lesson 1:</p> <ul style="list-style-type: none"> • Go over rules, origin, and skills • Individual discovery • partner drills <p>Lesson 2:</p> <ul style="list-style-type: none"> • Review rules • practice skills individually and with a partner • small game play <p>Lesson 3:</p> <ul style="list-style-type: none"> • Review rules • practice skills individually, in pairs, small groups • small game play. <p>Lesson 4:</p> <ul style="list-style-type: none"> • Review • small game play • start tournament play

motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

Lesson 5:

- Round Robin/Tournament Play

2.2.12.LF.1: 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.2: 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.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Differentiation

Assessments

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners
Pictures, Illustrations,	Graphic Organizers	In triads or small groups

Formative Assessments:

- Teacher observation on skillwork and teamplay
- Peer Skill Assessment
- Reflective Journal Prompts on Gameplay, skillwork, and partner interactions
- Observations during Round Robin Play

Summative Assessments, Projects, and Celebrations:

- Skill assessment
- Cognitive assessment on rules and game play
- Peer feedback
- Tournament Play

diagrams & drawings or equipment and rules																				
	Videos & Film of how to play	In a whole group																		
		Google Translate of rules and court dimensions																		
<table> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/skill work/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Differentiate Equipment</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Differentiate Equipment	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic	Modified assessment grading
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	mapping		
Allow to work in small groups or with peers			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Handball/Tchoukball

Big Ideas: *Course Objectives/Content Statement(s)*

- **Motor Skill instruction during the Handball/Tchoukball unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the games of Handball/Tchoukball can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Handball/Tchoukball can be both challenging and a great stress reliever.**

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">• Which different games were combined to make the game of team handball/Tchoukball?• Why are the penalties so important to the flow of the game?• What are the major rules of handball/Tchoukball?• What skills/strategies are vital to a “good” game of handball/Tchoukball?• How is handball/speedball different from other sports? How is it similar?• Why is it important to adhere to safety practices, rules, and etiquette?• Why is it important to adhere to safety practices, rules, and etiquette when playing?• What skills/strategies are vital to be a “good” player of the game?• What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?• How does the game improve physical, mental/emotional, and social wellness?• Why is sport specific warm-up important?• How does teamwork and sportsmanship affect game play?	Students will understand that... <ul style="list-style-type: none">• Proper skill techniques and strategy are vital to a well-played game.• Students will understand that following the rules of team handball /speedball make for a higher scoring game.• Students will understand how defense and goalkeeping are important to the game.• Students will understand the strategy behind using different passes/shots.• Students will understand how tournament play works and that keeping score can be used to motivate and initiate friendly competition.• Students will understand that proper skill techniques and short, quick passes are vital to a well-played game.• Students will understand that effective communication often makes a team more successful.• Students will understand that playing fairly makes the game more challenging and fun.• Communication, strategy, cooperation and positive encouragement in team play are

	<p>important game strategies and often make a team more successful.</p> <ul style="list-style-type: none"> ● Playing as a cohesive team adds to the enjoyment of this lifelong sport. ● Performing proper running, throwing, and catching techniques will enhance the game. ● Students will understand and demonstrate the use of effective offensive, defensive, and cooperative strategies in Handball/Tchoukball. ● Playing fairly makes the game more challenging and fun. ● Proper rules and compliance to regulations and techniques will aid in developing a well-rounded player. ● Students will understand that keeping score can be used to motivate and initiate friendly competition. ● Students will understand how to react in different game situations ● Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. ● Implementing movement principles in Handball/Tchoukball such as space, speed, force, projection or tempo makes movement more effective and more interesting. ● Students will understand that these games improve cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. ● Handball/Tchoukball can be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. ● As a team sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to	<p>Instructional Focus: Safety with active participation, clear understanding of Handball/Tchoukball rules,</p>

develop skills to support a healthy lifestyle.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.2.12.MSC.1: 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.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the

sportsmanship, communication, and demonstration of proper techniques before, during, and after match play.

Lesson 1:

- Go over rules, safety, origin, and skills
- Individual discovery and practice
- Partner drills

Lesson 2:

- Review rules and safety
- Practice skills individually and with a partner
- Discuss Scoring
- Small game play.

Lesson 3:

- Review rules
- Practice skills individually, in pairs, small groups.
- Small game play.

Lesson 4:

- Review small game play
- Start tournament play

Lesson 5:

- Round Robin/Tournament Play

<p>components of skill related fitness.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <p>2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p> <p>2.2.12.LF.4: Exhibit responsible social 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.</p> <p>2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>	
Differentiation	Assessments
<div data-bbox="66 1785 786 1860"> Supports for English Language Learners </div>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Teacher observation on skillwork and teamplay • Peer Skill Assessment • Reflective Journal Prompts on Gameplay,

Sensory Supports	Graphic Supports	Interactive Supports	<p>skillwork, and partner interactions</p> <ul style="list-style-type: none"> Teacher observations during Round Robin Play on behavior, fair Play, cooperation, and attitude. Exit tickets to check for understanding <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> Psychomotor Skill assessment Cognitive assessment on rules, strategy and game play Peer feedback Tournament Play
Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners	
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups	
	Videos & Film of how to play	In a whole group	
		Google Translate of rules and court dimensions	
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via	Increase opportunities to	Individualized assessment	

computer or electronic device	engage in active academic responding	tools based on student need	
Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Pickleball
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Motor Skill instruction during the Pickleball unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of Pickleball can improve health and

skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Pickleball can be both challenging and a great stress reliever.

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How does the history of the game affect us today? ● Is there an advantage to serving first? ● What are the differences between singles and doubles play? ● Why is it important to use proper techniques when performing the various 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Proper skill techniques are vital to a well-played match. ● Communication in doubles Pickleball is an important game strategy and often makes a match more successful.

<p>hits?</p> <ul style="list-style-type: none"> • How does the understanding of court position in Pickleball impact game play? • How do game strategies in pickleball improve performance on the court? • How does my movement on a pickleball court influence that of my partner? • Why is it important to adhere to safety practices, rules, and etiquette when playing? • What skills/strategies are vital to a “good” game of Pickleball? • What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction? • How does the game improve physical, mental/emotional, and social wellness? 	<ul style="list-style-type: none"> • Students will be able to understand and demonstrate the use of effective offensive, defensive, and cooperative strategies in Pickleball. • Playing fairly makes the game more challenging and fun. • Students will understand that keeping score can be used to motivate and initiate friendly competition. • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Implementing movement principles in Pickleball such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Students will understand that Pickleball improves cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. • Pickleball can be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. • As a partner sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day. • Students will understand the similarities and differences between Pickleball and other sports, primarily badminton.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport,</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Pickleball rules, sportsmanship, communication, and demonstration of proper techniques before, during, and after match play.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Go over rules, safety, origin, and skills • Individual discovery and practice • Partner drills <p>Lesson 2:</p>

<p>aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <p>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime</p> <p>2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in</p>	<ul style="list-style-type: none"> ● Review rules and safety ● Practice skills individually and with a partner ● Discuss Scoring ● Small game play. <p>Lesson 3:</p> <ul style="list-style-type: none"> ● Review rules ● Practice skills individually, in pairs, small groups. ● Small game play. <p>Lesson 4:</p> <ul style="list-style-type: none"> ● Review small game play ● Start tournament play <p>Lesson 5:</p> <ul style="list-style-type: none"> ● Round Robin/Tournament Play
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strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: 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.2: 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.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Differentiation

Assessments

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and	In pairs or partners

Formative Assessments:

- Teacher observation on skillwork and teamplay
- Peer Skill Assessment
- Reflective Journal Prompts on Gameplay, skillwork, and partner interactions
- Teacher observations during Round Robin Play on behavior, fair Play, cooperation, and attitude.
- Exit tickets to check for understanding

Summative Assessments, Projects, and Celebrations:

	rules	
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups
	Videos & Film of how to play	In a whole group
		Google Translate of rules and court dimensions

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Differentiate Equipment and skill sets according to	Utilize pre-reading strategies and activities	Modified assessment grading

- Psychomotor Skill assessment
- Cognitive assessment on rules, strategy and game play
- Peer feedback
- Tournament Play

overall skill level	previews, anticipatory guides, and semantic mapping		
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Project Adventure
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Motor Skill instruction during the Project Adventure unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how Project Adventure can improve their physical, cognitive, and social health and skill-related components of fitness. Students will be taught specialized cooperative learning tactics and appropriate decision-making skills during different acitivities. When students participate with attention to rules and regulations, Project Adventure can be both challenging and rewarding. The end results of the different acitivitues will not only stretch the student's comfort zone, but add a sense of community to the class. <p><u>Emotional Health</u></p> <p>-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p>

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none">● What is within and just outside my comfort zone?● How can a group work together to a common goal while promoting● self-confidence?● How can letting my guard down help me succeed in Project Adventure?● Will letting my guard down also affect change in other areas of the students' life? How does clear communication enhance your ability to take risks?● How do you recognize effective leadership? Give examples of leadership that you observed in this unit.● What are you most comfortable doing, following, and leading?	<ul style="list-style-type: none">● Students will understand...● By attempting a graduated series of activities involving physical challenges in a supportive group atmosphere will help develop stronger self-esteem.● Some anxieties before a new venture are natural and can be overcome.● Success and failure become less important than the act of trying new things.● A cooperative, supportive atmosphere tends to encourage participation.● Successfully completing balanced activities often provides a feeling of accomplishment. During the program, participants will feel joy, laughter and anticipation.● The journey is more important than the

<ul style="list-style-type: none"> • What risks did you take? • How did they take a risk today? • What factors presented themselves so that you were comfortable to take a risk? How did taking those risks enhance your ability to reach your goal? • Did you meet your goal? • Discuss, as a class, our readiness to move from one challenge activity to another. Especially from low element to high element challenges. • Are you as an individual ready to climb high elements? • Are we, as a class, ready to climb high elements? 	<p>destination.</p> <ul style="list-style-type: none"> • The difference between perceived and actual risk. • Evaluate goals and modify them when needed. • That if something looks wrong, it is wrong when inspecting high element equipment before climbing. • Demonstrate proper use of high element course equipment including ropes, • carabiners, harnesses, helmets, and belay devices. • Examine the relationship between peer pressure and risk taking. • Set appropriate goals.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p>	<p>Instructional Focus:</p> <ul style="list-style-type: none"> • Warm-Up Games-Zip-Zap, Star Wars, Asteroids, Bop Tag, Rock-Paper-Scissors Tag, Pairs Tag, Toe Fencing, Striker, Bottoms Up, Everybody Up, Line Tag, Pyramid, Giants-Wizards and Elves. Impulse Risk Taking Games • Leadership Games • Full Value Contract • Spotting Progression • Challenge By Choice • Trust activities-trust leans, trust falls, levitation, willow in the wind, • Challenge Activities • Low Elements- Swinging Tires, Multi

2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems

Swing/Dual Island Swing, Whale Watch, Mohawk Walk, Tension Traverse, Initiative Wall

- High Elements- Flying Squirrel, Centipede, Rope Ladder, Fire Cracker, Dangling Duo, Cargo Net, Rock Climbing Walls

<p>effects on the mind and body before, during, and after physical fitness activities.</p> <p>2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p> <p>2.2.12.LF.4: Exhibit responsible social 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.</p> <p>2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>										
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Supports for English Language Learners										
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	Videos & Film of how to play	In a whole group	
		Google Translate of rules and court dimensions	
Intervention Strategies			
Accommodations	Interventions	Modifications	
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations	
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory	Modified assessment grading	

	guides, and semantic mapping		
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot
- Adventure Curriculum for Physical Education – High School by Jane Panicucci

Small Games- Kanjam, Spikeball, 4 Square

Big Ideas: *Course Objectives/Content Statement(s)*

Big Ideas: Motor Skill instruction during the Small Games unit can enhance a student's physical, mental and social development. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, all the small games can be challenging, rewarding and enjoyed by all participants

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How can you change one of the games to make it more/less challenging?</p> <p>What are common offensive and defensive strategies</p> <p>When a player doesn't follow the rules, how do the games change?</p>	<p>Students will understand that... Players need good communication to be successful.</p> <p>Simple strategic skills throwing with accuracy can elevate everyone's game.</p> <p>Playing fairly makes games more challenging and fun.</p> <p>Keeping score can elevate the participant's level of play.</p> <p>Sometimes not keeping score can also be fun.</p>
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.2.12.MSC.1: 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.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of

Lesson 1:

- Go over rules, origin, and skills,
- individual discovery
- partner drills

Lesson 2:

- Review rules
- practice skills individually and with a partner
- small game play

Lesson 3:

- Review rules
- practice skills individually, in pairs, small groups,
- small game play.

Lesson 4:

- Review
- small game play
- start tournament play

Lesson 5:

- Round Robin/Tournament Play

ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: 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.2: 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.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work,

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Allow to work in small groups or with peers			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Soccer
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> • Motor Skill instruction during the Soccer unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the games of Soccer can improve health and skill-related

components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Soccer can be both challenging and a great stress reliever.

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> • What are the different positions one can play on the field? • What skills are vital to a “good” game of soccer? • How has the game changed throughout the years? How has it changed Internationally? • What are the similarities and differences of 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Proper skill techniques and strategy are vital to a well-played game. • Proper footwork and kicking techniques can elevate the game to a competitive level. It is important to use different parts of the foot

soccer to other sports?

- What are the different roles and responsibilities of players, officials, coaches, and other participants? Are those roles and responsibilities the same for every level of play?
- How does the understanding of field position in soccer impact game play?
- Why is it important to adhere to safety practices, rules, and etiquette when playing?
- What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?
- How does the game improve physical, mental/emotional, and social wellness?
- Why is sport specific warm-up important?
- How does teamwork and sportsmanship affect game play?
- What are basic offensive and defensive strategies in the game of soccer?
- How can your cardiorespiratory endurance affect your game play?

when passing and shooting from varied distances.

- There is a specific function to each of the 11 positions on the field.
- Communication, strategy, cooperation and positive encouragement in teamplay are important game strategies and often makes a team more successful.
- Playing as a cohesive team adds to the enjoyment of this life long sport.
- Performing proper running, dribbling, passing and shooting techniques will enhance the game.
- Students will understand and demonstrate the use of effective offensive, defensive, and cooperative strategies.
- Playing fairly makes the game more challenging and fun.
- Proper rules and compliance to regulations and techniques will aid in developing a well-rounded player.
- Students will understand that keeping score can be used to motivate and initiate friendly competition.
- Students will understand how to react in different game situations
- Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.
- How technology has impacted the development of the game over the years. For example, the equipment used, ability for viewers to watch the game through multiple outlets, the ability to use VAR (Video Assistance Referee) which helps match officials enforce FIFA's laws of the game.
- Implementing movement principles in Soccer such as space, speed, force, projection or tempo makes game more effective and more interesting.
- Students will understand that the game of soccer improves cardiorespiratory endurance as well as other skill related components of fitness such as speed, agility, power, and reaction time.
- Soccer can be a stress reliever and an

	<p>enjoyable activity, which can improve mental/emotional wellness.</p> <ul style="list-style-type: none"> As a team sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <p>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p>	<p>Instructional Focus:</p> <p>Safety with active participation, clear understanding of soccer rules, positions, possession, sportsmanship, offensive and defensive strategy, communication, and demonstration of proper techniques before, during, and after match play.</p> <p>Proper skill techniques of dribbling, trapping, passing, shooting, defensive skills, and goal keeping.</p> <p>Strategies of offensive and defensive game play will be discussed daily.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> Go over rules, safety, origin, and specific skills sets. Individual discovery and practice of skills Partner drills Start discussing offensive and defensive strategy. <p>Lesson 2:</p> <ul style="list-style-type: none"> Review rules and safety Practice skills individually, with a partner, then in small groups. Discuss Scoring and offensive and defensive strategy Start small game possession activities <p>Lesson 3:</p> <ul style="list-style-type: none"> Review rules and strategy Practice skills individually, in pairs, small groups. Small game possession activities Large game possession activities

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: 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.2: 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.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g.,

Lesson 4:

- Practice skills in small groups
- Small games (with small goals)

Lesson 5:

- Practice skills in small groups
- Round Robin small game play

Lesson 6

- Large game play

meeting someone, making friends, team work, building trust, experiencing something new).																		
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Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	
Allow to work in small groups or with peers			
Use of mini games and skill-specific games/drills			

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Softball/Kickball/Smashball

Big Ideas: *Course Objectives/Content Statement(s)*

- **Motor Skill instruction during the Softball/Kickball/Smashball unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the games of Softball/Kickball/Smashball can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Softball/Kickball/Smashball can be both challenging and a great stress reliever.**

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions

What provocative questions will foster inquiry,

Enduring Understandings

What will students understand about the big ideas?

<i>understanding, and transfer of learning?</i>	
<ul style="list-style-type: none"> • What are the different positions one can play on the field? • Where should the ball be thrown to get an out in various game situations? • Is there an advantage to batting first? • What are the similarities and differences between the three different games? • Why is it important to use proper Techniques and ball placement when up at bat? • How does the understanding of field position in these games impact game play? • Why is it important to adhere to safety practices, rules, and etiquette when playing? • What skills/strategies are vital to be a “good” player of the game? • What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction? • How does the game improve physical, mental/emotional, and social wellness? • Why is sport specific warm-up important? • How does teamwork and sportsmanship affect game play? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> • Proper skill techniques and strategy are vital to a well-played game. • Proper throwing and pitching techniques can elevate the game to a competitive level. • Communication, strategy, cooperation and positive encouragement in teamplay are important game strategies and often makes a team more successful. • Playing as a cohesive team adds to the enjoyment of this life long sport. • Performing proper running, throwing, and catching techniques will enhance the game. • Students will understand and demonstrate the use of effective offensive, defensive, and cooperative strategies in Softball/Kickball/Smashball. • Playing fairly makes the game more challenging and fun. • Proper rules and compliance to regulations and techniques will aid in developing a well-rounded player. • Students will understand that keeping score can be used to motivate and initiate friendly competition. • Students will understand how to react in different game situations • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Implementing movement principles in these games such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Students will understand that these games improve cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. • Softball/Kickball/Smashball can be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. • As a team sport, it can improve social wellness. Being able to “lose yourself” in

	sports can be beneficial to academic achievement later in the day.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p> <p>2.2.12.MSC.4: Analyze etiquette, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance, participation, and behavior.</p> <p>2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.</p> <p>2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Softball rules, sportsmanship, communication, and demonstration of proper techniques before, during, and after match play. Proper skill techniques of catching, throwing, pitching, base running, and batting must be modeled and demonstrated by the students before games can begin. Strategies of offensive and defensive game play will be discussed daily.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Go over rules, safety, origin, and specific skills • Individual discovery and practice of skills • Partner drills • Start discussing offensive and defensive strategy. <p>Lesson 2:</p> <ul style="list-style-type: none"> • Review rules and safety • Practice skills individually and with a partner • Discuss Scoring and offensive and defensive strategy • Start game play. <p>Lesson 3:</p> <ul style="list-style-type: none"> • Review rules and strategy • Practice skills individually, in pairs, small groups. • Game play. <p>Lesson 4:</p> <ul style="list-style-type: none"> • Adaptation of the game to play any of the three (Softball, Kickball, Smashball) <p>Lesson 5:</p> <ul style="list-style-type: none"> • Adaptation of the game to play any of the three (Softball, Kickball, Smashball)

<p>2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.</p> <p>2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).</p> <p>2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.</p> <p>2.2.12.LF.1: Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.</p> <p>2.2.12.LF.2: Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.</p> <p>2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.</p> <p>2.2.12.LF.4: Exhibit responsible social 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.</p> <p>2.2.12.LF.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).</p>	
<p>Differentiation</p>	<p>Assessments</p>

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups
	Videos & Film of how to play	In a whole group
		Google Translate of rules and court dimensions

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/skill work/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding,	Differentiated materials

Formative Assessments:

- Teacher observation on skillwork and teamplay
- Peer Skill Assessment
- Reflective Journal Prompts on Gameplay, skillwork, and partner interactions
- Teacher observations during game play on behavior, fair play, cooperation, and attitude.
- Exit tickets to check for understanding

Summative Assessments, Projects, and Celebrations:

- Psychomotor Skill assessment
- Cognitive assessment on rules, strategy and game play
- Peer feedback
- Tournament Play

	feedback	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Differentiate Equipment and skill sets according to overall skill level	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Allow to work in small groups or with peers		
Use of mini games and skill-specific games/drills		

Recommended Texts to Support Unit:

- www.pecentral.org
- Youtube.com
- Worksheets shared via google classroom with rules, regulations, and skills on gameplay/scoring.
- Shapeamerica.org
- Gimkit and Kahoot

Ultimate Games (Frisbee/Football/Rugby)

Big Ideas: *Course Objectives/Content Statement(s)*

- **Motor Skill instruction during the Ultimate Games unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the games of Ultimate Games can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Ultimate Games can be both challenging and a great stress reliever.**

Emotional Health

-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.

-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.

Movement Skills and Concepts

-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).

-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● What are the connecting skills the games of Ultimate Frisbee, Flag Football, and Rugby all have in common? 	Students will understand that... <ul style="list-style-type: none"> ● Proper skill techniques and strategy are vital to a well-played game.

- Why is it important to adhere to safety practices, rules, and etiquette when playing ultimate games?
- What skills are vital to all ultimate games?
- What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?
- How do these games improve physical, mental/emotional, and social wellness?
- What are the similarities and differences between the three different games?
- Why is it important to adhere to safety practices, rules, and etiquette when playing?
- What skills/strategies are vital to be a “good” player of the game?
- What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?
- How does the game improve physical, mental/emotional, and social wellness?
- Why is sport specific warm-up important?
- How does teamwork and sportsmanship affect game play?

- Students will understanding the invasion game connection between Ultimate Frisbee, Flag Football, and Rugby
- Students will understand how tournament play works and that keeping score can be used to motivate and initiate friendly competition.
- Catching a Frisbee properly is just as important as the different throwing techniques.
- Students will demonstrate the ability to accurately throw at a target.
- Students demonstrate an effort to cooperate with a teammate in order to score.
- The Rules are in place to ensure safety and fair play
- Students will understand that ultimate games improve cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. It can also be a stress reliever and an enjoyable activity, which can improve mental/emotional wellness. It is also a team / partner sport that can improve social wellness.
- Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.
- Students will understand that keeping score can be used to motivate and initiate friendly competition.
- Communication, strategy, cooperation and positive encouragement in teamplay are important game strategies and often makes a team more successful.
- Playing as a cohesive team adds to the enjoyment of this life long sport.
- Performing proper running, throwing, and catching techniques will enhance the game.
- Playing fairly makes the game more challenging and fun.
- Proper rules and compliance to regulations and techniques will aid in developing a well-rounded player.
- Students will understand that keeping score can be used to motivate and initiate friendly competition.

	<ul style="list-style-type: none"> • Students will understand how to react in different game situations • Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly. • Implementing movement principles such as space, speed, force, projection or tempo makes movement more effective and more interesting. • Students will understand that these games improve cardiorespiratory endurance as well as other skill related components of fitness such as hand-eye coordination. • As a team sport, it can improve social wellness. Being able to “lose yourself” in sports can be beneficial to academic achievement later in the day.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
<p>2.1.12.EH.1: Recognize one’s personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.</p> <p>2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).</p> <p>2.2.12.MSC.1: Explain and demonstrate ways to apply movement skills from one game, sport, aerobics, or recreational activity to another including striking skills</p> <p>2.2.12.MSC.2: Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.2.12.MSC.3: Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).</p>	<p>Instructional Focus: Safety with active participation, clear understanding of Ultimate Frisbee/Football/Rugby rules, sportsmanship, communication, and demonstration of proper techniques before, during, and after match play.</p> <p>Lesson 1:</p> <ul style="list-style-type: none"> • Go over rules, safety, origin, and skills • Individual discovery and practice • Partner drills <p>Lesson 2:</p> <ul style="list-style-type: none"> • Review rules and safety • Practice skills individually and with a partner • Discuss Scoring • Small game play. <p>Lesson 3:</p> <ul style="list-style-type: none"> • Review rules • Practice skills individually, in pairs, small groups. • Small game play. <p>Lesson 4:</p>

2.2.12.MSC.4: 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.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

2.2.12.PF.1: Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.3: Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

2.2.12.PF.5: Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

2.2.12.LF.1: 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.2: Develop a sense of openness and willingness when participating in physical fitness

- Review small game play
- Start tournament play

Lesson 5:

- Round Robin/Tournament Play

activity to share and learn experiences from your own and other cultures.

2.2.12.LF.3: Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.

2.2.12.LF.4: Exhibit responsible social 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.5: Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).

Differentiation

Assessments

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Manipulatives (equipment)	Pictures, Illustrations, diagrams & drawings or equipment and rules	In pairs or partners
Pictures, Illustrations, diagrams & drawings or equipment and rules	Graphic Organizers	In triads or small groups
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		Google

Formative Assessments:

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		Translate of rules and court dimensions
Intervention Strategies		
Accommodatio ns	Interventions	Modifications
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- Shapeamerica.org
- Gimkit and Kahoot

Volleyball
<p>Big Ideas: <i>Course Objectives/Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Big Ideas: Motor Skill instruction during the Volleyball unit can enhance a students physical, mental and social development. Students will work on self-initiated behaviors that promote personal and group success. Students will analyze how the game of Volleyball can improve health and skill-related components of fitness. Students will be taught specialized sport skills, tactics and appropriate decision-making during modified gameplay. When played with attention to rules and regulations, Volleyball can be both a challenging and a great stress reliever. <p><u>Emotional Health</u></p> <p>-Self-confidence, personal traits, stress, limitations, and strengths impact the mental and emotional development of an individual.</p> <p>-Healthy individuals demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways.</p> <p><u>Movement Skills and Concepts</u></p> <p>-Advanced technique and concepts will elevate a student's confidence, performance, skills, and participation in physical activity (e.g., games, sports, aerobics, fitness activities).</p> <p>-The quality of feedback from others, self assessment as well as effort and repetition influences movement skills, concepts, and performance.</p>

-Individual and team execution requires interaction, respect, effort, and positive attitude

Physical Fitness

-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.

Lifelong Fitness

-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 (e.g., golf, tennis, badminton, martial arts, bowling, kayaking, ping-pong, cricket, hiking, biking, swimming).

Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How are the rules and regulations of Volleyball essential for proper game play?</p> <p>What fouls or penalties in Volleyball greatly affect the game?</p> <p>Which positions in Volleyball call for great communications and passing?</p> <p>How do teamwork and sportsmanship affect game play?</p> <p>Why is it important to adhere to safety practices, rules, and etiquette?</p> <p>What skills are vital to a “good” game of Volleyball?</p> <p>What are characteristics of someone with good sportsmanship, teamwork, ethical behavior, and positive social interaction?</p> <p>How does the game improve physical mental/emotional, and social wellness</p>	<p>Students will understand that...</p> <ul style="list-style-type: none">• Students will understand how to properly perform fundamental skills such as bumping, setting, serving, and blocking.• Understand and implement basic offensive and defensive techniques, both as a team and as individuals.• Implement basic scoring principles, rotation principles, rules and regulations, safety concerns and understand the penalties for violations of these rules.• Understand the dimensions of the playing court, boundaries and other areas of importance.• The number of players on the court and their ability to work as one can affect the scoring.• Students will understand that keeping score can be used to motivate and initiate friendly competition.• Students will understand the importance of encouraging others, maintaining a positive attitude, and playing fairly.• Students will understand the offensive strategy of bump, set, spike.

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Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
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other participants and recommend strategies to improve their performance, participation, and behavior.

2.2.12.MSC.5: Develop rule changes to existing games, sports, and activities that enhance participation, safety, and enjoyment.

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Differentiation

Assessments

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Formative Assessments:

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